UNIT 1



Green cities





In this unit I will ...

- listen, read, write, and research about green spaces in towns.
- talk about how often we do things.
- listen and read about a project to make a city greener.
- say the sounds *th* and *s*.
- write an email about things I miss about Egypt.
- research and make an infographic about my area.



Look, discuss, and share

Look at the photo of a city park.

Why do you think having green areas in cities is important?



Did you know?

'Urban greening' is an important part of town planning in many countries. It means creating areas of plants and trees in cities. These areas are for the people and wildlife that live there.



Find out

Where is the park in the photo?

Why is it famous?

UNIT 1

LESSON 1 WE WORK IN THE COMMUNITY GARDEN

1 Look and write

apartment block chemicals harvest natural fertilizer plant roof

1 

2 

3 

4 

5 

6 

2 Listen and read. Where does Maryam go on Fridays?

Nabila No school tomorrow! Do you want to come to my house?

Maryam Thanks Nabila, but I always help my aunt on Friday afternoons at the **community garden**.

Nabila The community garden? What's that?

Maryam It's a big green space on the **roof** of my Aunt Salma's **apartment block**. The people who work there are all volunteers from the neighborhood. We grow vegetables to eat, and sometimes we sell them in the market, too!

Nabila That's interesting. What things do you grow?

Maryam Well, we usually **plant** tomatoes, peppers, onions, lettuce – things people eat all the time. Sometimes we also plant fruit trees. This year we have lemons and dates.

Nabila And you grow all this food in the middle of the city? Wow!

Maryam Yes, it means people can grow their own fresh food and it's organic too, which means we only use **natural fertilizer**, we never use **chemicals**.

Nabila Does your garden produce a lot of vegetables?

Maryam Yes, it does. From just one square meter of roof garden, we can **harvest** twenty kilos of vegetables a year. And that's not all. Roof gardens also help clean the air in the city, so that's good for people's health. And they're a great place to meet people and make friends.

Nabila It sounds great, Maryam. We need more community roof gardens like that in our city!

3 Listen and read again. Check (✓) the foods Maryam mentions

1 

2 

3 

4 

5 

6 

7 

8 

4 Complete the summary with the words from the box

aunt clean friends grow plants roof sell tomorrow

Nabila asks Maryam to go to her house **1** _____ , but Maryam goes to help her **2** _____ on Fridays. They work in a community garden on the **3** _____ of an apartment block. They **4** _____ vegetables and fruit for people in the local area, and sometimes they **5** _____ them, too. Maryam thinks the community garden is a good idea because the **6** _____ also help to **7** _____ the air in the city, and the garden project is a good place to make new **8** _____ .

5 Work with a partner. Discuss these questions

1 Does your family have garden or a balcony? What do you grow there?

2 Where do the vegetables and fruit that you eat come from?

UNIT 1

LESSON 2 WE ALWAYS WORK HARD

1 Listen and read. Choose the best logo for Mini Forest

1 

2 

3 

Home About Request Info Latest News Contact us

Earth Aid

What is Mini Forest?

Mini Forest is an organization which brings the benefits of a forest into the heart of our cities. These special green areas help people reconnect with nature, reduce the effects of climate change, and provide safe habitats for wildlife.

We **always** work hard to identify ideal urban locations for our Mini Forests, where people and wildlife need nature most.

We **never** grow foreign plants in our projects, we **always** use fast-growing native trees and follow effective forest management methods developed by experts.

We also **usually** work with local communities to plant and look after the forests over time.

We collect data from every forest we plant **a few times a month**. This helps us understand the effects of the new green space on the people, wildlife, and climate of the area over time.



We **rarely** have enough people for all our projects, so we need more volunteers to join the Mini Forest movement! Click on the link to find out more.

2 Listen and read again. Write *T* (True) or *F* (False). Correct the false sentences in your notebook

1 The new green spaces are only for local people to use. ___

2 The Mini Forest organization only plants trees that normally live in that country. ___

3 Only the Mini Forest volunteers look after the trees. ___

4 The organization uses information about the forests for research. ___

5 The Mini Forest organization wants more people to join and help. ___

Language focus

We use adverbs of frequency before a verb to talk about the frequency of the action.

*We **always** work hard to identify ideal urban locations.*

*I **don't often see** my school friends at weekends.*

We use ***How often ...?*** to ask about the frequency of an action.

***How often** do you work in the community garden?*

*I work there **two afternoons a week**.*

0% never rarely occasionally sometimes often always 100%

3 Circle the correct answers

1 The weather is **usually / never** sunny in Egypt in summer.

2 I **rarely / often** eat dates as a snack – I love them!

3 **How often / How ever** do you play football with your friends?

4 Samer **always / occasionally** plays video games, but he doesn't like them very much.

5 We **sometimes / always** go cycling on holiday, but most days we relax on the beach.

6 You **rarely / sometimes** call me now – are you angry with me?

4 Put the words in the correct order to make sentences in your notebook

1 10 pm / usually / in bed / before / I'm

2 always / My dad / a big breakfast / in the morning / eats

3 never / Donia and Wael / late / are / for school

4 the dentist / you / go / How / do / often / to / ?

5 gives / sometimes / us / Our teacher / homework / on weekends

6 rains / It / the Western Desert / rarely / in

5 Circle the correct adverb in each sentence

1 We don't like fish at all. We **often / never** eat it.

2 Date palm trees **usually / never** produce fruit.

3 My aunt lives with us, so I **often / occasionally** speak to her.

4 I **sometimes / never** do my homework in the afternoon, but I prefer to do it in the evening.

5 Hany **rarely / often** plays football. He doesn't like sports.

6 Egyptian Pharaohs weren't **sometimes / always** men, there were some women Pharaohs too.

6 Listen. Where do the friends decide to go on Saturday?

7 Listen again. Complete the sentences the two girls say. Write two words in each gap

Gameela I **1** _____ _____ time with my sisters.
We **2** _____ _____ shopping in the city center,
or we **3** _____ _____ to the movie theater.

Nadine I don't **4** _____ _____ go into the city. I
5 _____ _____ at home and help my mum,
but I **6** _____ _____ my grandparents.

Tip!

We use the present simple tense to talk about habits and routines.

*I **visit** my cousins every week.*

*He usually **goes** to school by bus.*

8 Answer the questions. Then listen again and check

1 Where do Nadine's grandparents live?

2 How does she get to their home?

3 How often does she go to see them?

4 At Eid al-Adha, what does **a** Nadine do? **b** Gameela do?

5 What are Nadine's plans for this weekend?

Tip!

We can use these time expressions to talk about how often we do something:

every day, once a week, twice a (month), three times a (year)

9 Complete the paragraph with the time expressions from the Tip! box

My sister, Dalia, plays basketball **1** _____, on Tuesdays and Thursdays. She has a gymnastics lesson **2** _____, on Saturdays. She also practices her gymnastics **3** _____ after school – she never misses a day! **4** _____, there's a big gymnastics competition in our region in December and June. Dalia always enters! Go Dalia!

10 Write a short paragraph about you. Use the Language focus box on page 7 and Tip! boxes to help you

11 Work with a partner. Ask and answer questions about your weekends and the holidays



What do you usually do at Sham El Nessim?

We always go to the park near my uncle's house.

LESSON 3



CLIL SCIENCE

PLANTS OF EGYPT

1 Work with a partner. Discuss

1 Do you like dates? When do you eat them?

2 What dishes do you know that have dates in them?

3 Where do dates grow?

What is a date palm?

The date palm is the most ancient cultivated tree in the world. Dates have been cultivated for more than 5,000 years! These trees like dry, desert conditions and they usually grow in areas with very long, hot summers and not a lot of rain. There are a lot of oasis farms in Egypt where people grow date palms, but the largest are in and around Toshka.

The date plant is in the palm tree family. It has a long **trunk** which can grow up to 20 meters high. It has large **leaves** like feathers, similar to a coconut palm. It is well-known for its delicious, sweet **fruit** which grows at the top of the tree on long **stalks**.

The date fruit has just one seed inside it. The shape, size, color, and amount of sugar in the fruit depends on the type, but dates are usually from 3 to 7 cm long. Dates are not always brown: they can be many colors from bright red to bright yellow. More than 1,000 dates may grow on a single bunch, and weigh 8 kilograms or more!

2 Find these numbers in the text. What do they describe?

1 5,000 _____

2 20 meters _____

3 3 to 7 centimeters _____

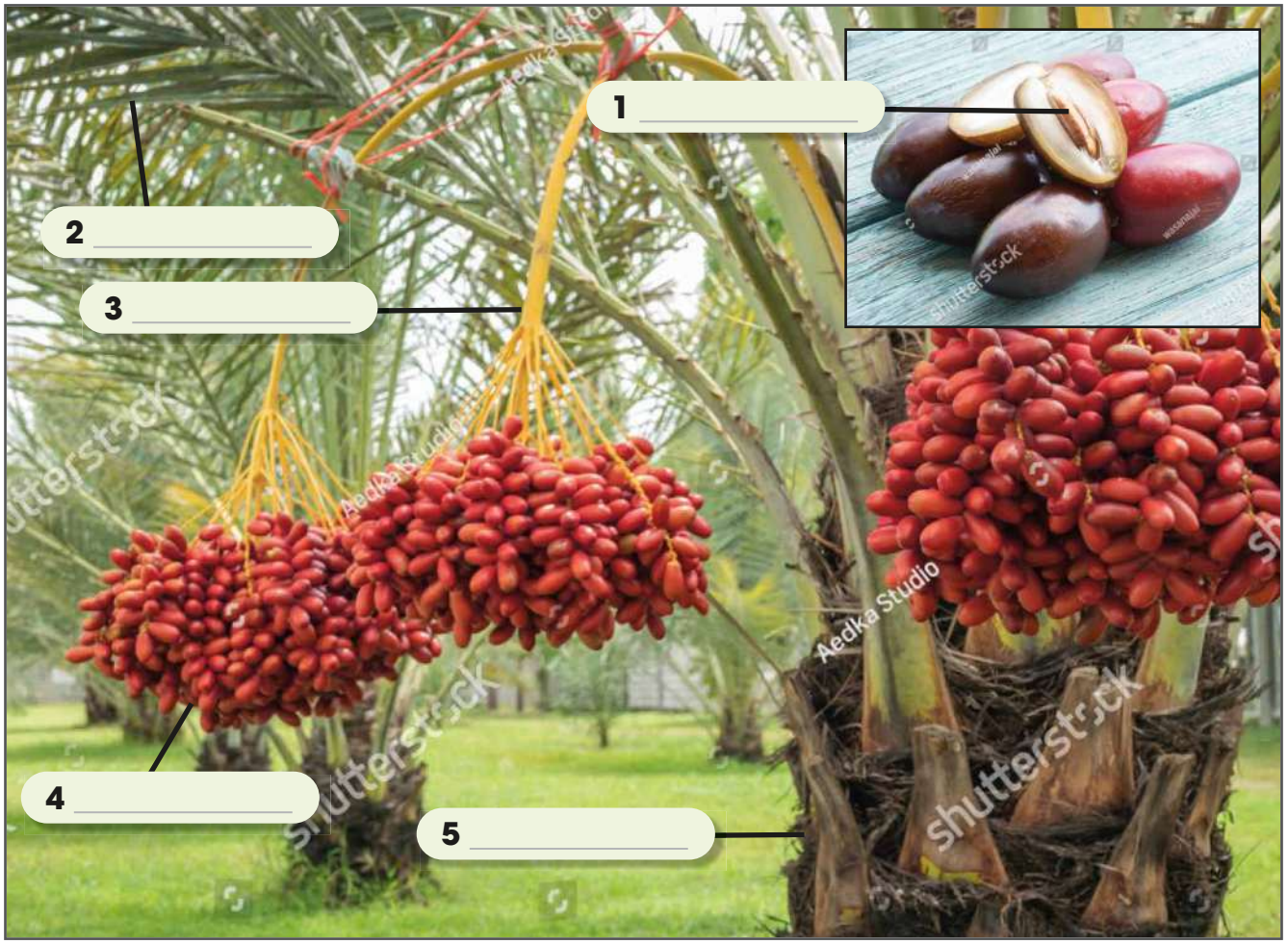
4 1,000 _____

5 8 kilograms _____



3 Read the text again and label the photos with these words

fruit leaves seed stalk trunk



4 Answer the questions in your notebook. Write full sentences

1 Which area of Egypt produces the most dates?

2 Which family of plants does this tree belong to?

3 How many seeds are there in a date fruit?

4 What color are dates?



Did you know?

Egypt grows around a quarter of all the dates in the world!

5 Read the fact file. Match the headings a–c to paragraphs 1–3

a Which parts of the date palm do we use?

b Why is it a good plant to grow in Egypt?

c Why are dates good for us?

Date palm uses

The date palm tree and its fruits are part of everyday life in Egypt and we often forget that in fact this common plant is extraordinary! It is part of our country's history and it gives us delicious food, but it also has many other uses. Let's look at some of them:

1 _____

The tree grows very quickly and doesn't need a lot of water. It can survive in very hot, dry conditions where other plants usually die. It starts to produce fruit after about four years, providing food in habitats where there are not many other types of fruit.



2 _____

Dates have a lot of sugar in them and are high in calories. They stay fresh for a long time and are also nutritious. They are full of vitamins, which help to keep our bones strong and are good for the heart and stomach.



3 _____

Many parts of the date palm plant are useful. In Egypt, we use the trunk to make furniture for our homes. We can also use the leaves to make baskets and ropes. The fruit is a tasty food for humans, while we give the stalks to farm animals to eat. We can also use every part of the tree to make fuel for engines.



6 Work with a partner. Answer the questions. Then read again and check

1 What type of climate is good for growing date palm trees?

2 How long does it take for a new tree to start to produce dates?

3 Write three reasons why dates are good for us.

4 What do people use these parts of the date palm for?
a leaves **b** stalk **c** trunk

5 Which part of the tree do people use for fuel?

7 Think, research, and answer

1 What things do you have in your home that come from the date palm tree? What part of the tree are they from?

2 Which other plants do you know that grow in Egypt and have different parts we can use? Use the photos below to help you.








UNIT 1

LESSON 4 READING

1 What do you like about your neighborhood?

2 Wael is in New York for a year with his family. Read his email. What's Wael's favorite place in New York?

Search

Hi Samer,

How are you? I'm well and New York is great! Our apartment block is on the sixteenth floor, so we have a great view.

New York has a lot of green spaces. There are also a lot of projects to create parks and green areas in parts of the city that no-one uses now, like the famous High Line – do you know about it? It **passes through** our neighborhood, so I often go there with my parents. It's really cool.

Years ago, the High Line was a **railway line**, but in the 1980s trains stopped using it. Some **local residents** had an idea to make the old railway into a big, long park that everyone could use. Now it's a green space that runs for 2.5 kms, with more than 500 species of plants and trees in it! You can walk through the gardens, see art works, watch a theatre performance, eat delicious food, do a yoga class or go running, or just **hang out** with your friends there. I think it's my favorite place in New York. Here is one of my photos of it.

How are things back in Alexandria? I **miss** home. New York is very noisy all the time, but Alexandria is much quieter at night.

There are lots of different restaurants here, and the food doesn't taste like the food at home. The Alexandrian restaurants are better. I think the food is fresher and tastes more delicious. I miss Egyptian food so much!

Write soon and tell me all your news,

Wael



3 Match words in bold to the definitions

1 spend time with, relax together _____
2 people who live in a neighborhood _____
3 move between _____
4 to want something you can't have _____
5 a road for trains _____

Tip!

For True/False exercises, first read the sentences carefully. Underline the key words and look for similar words in the text. Compare the information in the sentences and in the text, then choose your answer.

4 Read the Tip! box and Exercise 5. Underline the key word in the sentences

5 Read the email again and answer *T* (True) or *F* (False). Correct the false sentences in your notebook

1 Samer's family lives in a tall building. ___
2 There aren't many parks in New York. ___
3 Samer lives far from the High Line. ___
4 In the past the High Line was a road. ___
5 The High Line is two and a half kilometers long. ___
6 Samer loves the local food. ___

6 Read the text again. Find five things you can do in High Line

7 What green spaces are there near you? What can you do there? Tell your partner

There's a big park near the river. I often go there.

That's nice. What can you do there?

UNIT 1

THE SELFISH GIANT

1 Look at the picture. What season is it? Listen and read. Check your answer

AW 016_01 – small illustration of the Selfish Giant from the story The Selfish Giant by Oscar Wilde. If possible a picture of him looking out at the garden in winter – see visual reference: http://losarciniegas.blogspot.com/2011/05/oscar-wilde-selfish-giant.html

In a village, in the countryside, there lives a giant who has a wonderful garden. In his garden there are tall trees, beautiful flowers and soft, green grass. There are colorful birds singing in the trees and bees on the plants. Every afternoon, on their way home from school, the local children come to play in the giant's garden. The lovely garden always makes the children happy.

But the selfish giant doesn't want to share his garden, so one day he builds a big wall around it. Now the children never come there to play. The days pass and the garden is always empty and silent. Slowly, the green grass turns brown. The leaves fall from the trees. Then snow covers the garden and all the little birds and bees
fly away.

Spring arrives in the village, but in the giant's garden it is still winter. Everything is under the snow. The giant doesn't understand, usually his garden is beautiful in spring. What is wrong? Then one morning he wakes up and hears a lovely sound. A little blue bird is singing in a tree outside. Then the giant hears another sweet sound - children laughing.

He looks out of the window and sees that the children have come back through a hole in the garden wall. Now they are sitting in the trees. The leaves on the trees are green again and flowers are opening around them. The giant feels so happy to see his garden grow again.

But in one corner of the garden it is still winter. The giant sees a tiny boy standing there. He is too small to climb up into the tree. Suddenly the giant understands everything. "Now I know why the spring didn't come," he says, "because I was **selfish** about my garden." He goes out and helps the little boy climb up into the tree. Suddenly, all the leaves on the tree open and the birds fly up into its branches and start to sing.

2 Work with a partner. Discuss

1 Why do you think it was winter for a long time in the giant's garden?

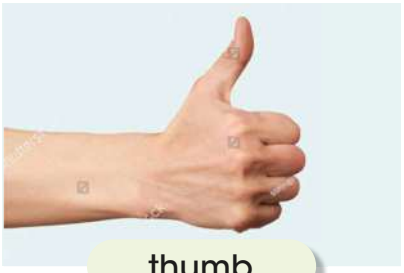
2 What do you think 'selfish' means in the last paragraph? Why?

3 How is the giant different at the end of the story?

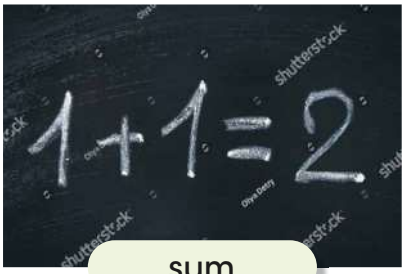


PRONUNCIATION

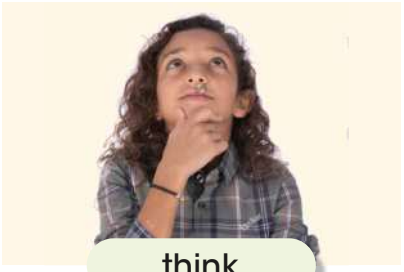
1 Look and listen. Then listen again and repeat

1 

thumb

2 

sum

3 

think

4 

sink

2 Listen and circle the word you hear

1 **a** thick **b** sick
2 **a** throw **b** so
3 **a** path **b** pass
4 **a** mouth **b** mouse
5 **a** thing **b** sing

3 Listen and complete the words with *s* or *th*

1 ___ eed
2 ___ irsty
3 ___ talk
4 ___ anks
5 ba ___
6 bu ___

4 Listen, read, and repeat

1 Six thick thumbs.
2 The thin mouse thinks it's sick.
3 The sunset sky is sunny, but thunder threatens.

UNIT 1

LESSON 5 WRITING

1 Read Donia's email to her friend Layla in Luxor. What two things does she miss about Egypt?

She misses the _____ and the _____.

From:	Donia@qwikmail.com
To:	Layla@egyptmail.com
Subject:	My new life in Scotland

Hi Layla,

How are things with you?

I'm finally in Scotland with Mom, Dad, and Hany. It's really interesting!

Our apartment is in the city center, just next to a really cool park called The Meadows. It's on the third floor and the park is on the other side of the street, so we have a great view over the trees. People use the park a lot for sports and socializing, so there's always something to see there. In the distance we can see the famous Edinburgh Castle, too!

I like Scotland, but there are lots of things I miss about Egypt – the warm, sunny weather (it's never hot here) and especially the food! Scottish food is OK but Egyptian food is better! For example, for breakfast a lot of Scottish people eat porridge. They usually make it with milk, and they sometimes put honey on it, but it tastes pretty yucky! I really miss my favorite Egyptian breakfast, ful medames!

The people here are nice and I have a lot of new friends at school. I often go to my friend Rhona's house after school and we study together and sometimes we watch TV – in English!

Please write back soon and tell me all the news from home.

Lots of love,

Donia

a 

b 

2 Read the email again. Number Donia's two photos with the correct emoji

1 
2 
3 
4 
5 

Tip! An informal email is a message you write to friends or family. An informal email should be friendly in tone, use informal language, and include opening and closing phrases.

3 Match the phrases from the email to their function in the text

1	Opening phrase	**a**	Lots of love
2	Closing phrase	**b**	a really cool park, it tastes pretty yucky
3	A question to reader	**c**	Please write back soon
4	A request to reader	**d**	Hi Layla
5	Informal expressions	**e**	How are things with you?

4 Imagine you go to live in another country. What things do you miss most about Egypt and your home? Why? Make notes in the chart

	What I miss about Egypt	Why it's special for me
Food	koshari	always eat it on Fridays, family tradition
Weather		
Places		
Activities		

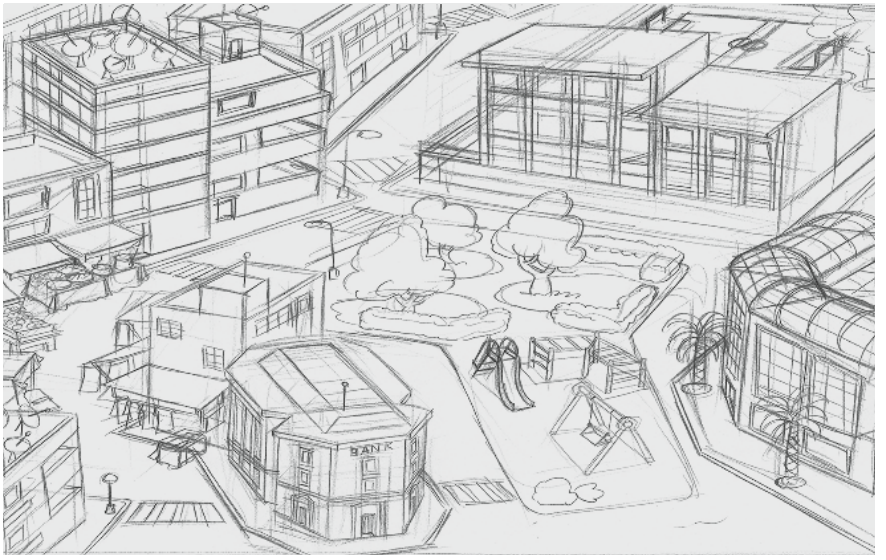
5 Write an informal email to your friend in Egypt telling them about your new life. Include phrases for the functions 1–5 in Exercise 3 and use Donia's email to help you. Write about two things that you miss from your notes

LESSON 6



PROJECT








1 Work in pairs. Think and research

You are going to make an infographic about your neighborhood. Take some photos of the buildings, streets, squares, parks, and other interesting places near your home.

2 Read and do

1. Find or draw a map of your area.
2. Think about your infographic. Which places do you want to include? Why?
3. Print out your photos of the places you need. Find the locations of the places on the map.
4. Draw an arrow from each place to the edge of the map and stick each photo in the right place
5. Write a caption to describe each place. (Add information about what people can see or do there).
6. Check your writing: are the spelling, grammar, and punctuation correct?

3 Show your infographic to your group or class

1. Display your infographic on a classroom wall.
2. Ask and answer questions about your friends' infographics. Say something you like about each infographic.

SELF-ASSESSMENT

1 Do you remember? Complete the sentences with the words and phrases from the box

chemicals harvest local residents natural fertilizer plant railway line

1 Early spring is the best season to _____ seeds in the ground.

2 You can use old coffee as a _____ for plants in your garden.

3 There's a _____ near my house, but there aren't any trains using it now.

4 I prefer to eat fruit that is natural and organic with no _____.

5 The Nile Delta has very fertile farming areas and the people _____ rice there every year.

6 The people who work in the community garden are all _____.

2 Circle the correct answer

1 We **rarely** / **often** see my aunt and uncle. They live in Australia now.

2 We **usually** / **never** go to Sharm el-Sheik for our holidays. We all love the sea.

3 I **never** / **always** have a big breakfast before school. I get so hungry in class!

4 My mom **always** / **occasionally** cooks fish, but most of the time we have meat.

5 You **never** / **sometimes** play video games with me. Don't you like them?

6 **How often** / **How ever** does your teacher give you homework?

3 Think about Unit 1

Write two things you enjoyed.

_____

Write two things you learned.

_____

UNIT 2



We are all different









In this unit I will ...

- listen, read, and write about people and their personalities.
- make clear what people, places, and things I'm talking about.
- understand how the characters feel in a story.
- say the sounds /ʌ/ and /æ/.
- write an essay explaining the positive qualities of something.
- research and make a map of a place I know.



Look, discuss, and share

Which people in the photos look happy?

Which look serious?

Do any of them look sad?



Did you know?

The way you move gives other people information about your personality. Each person has a unique way of moving, just like we each have our own handwriting. People who move in similar ways often become friends and work well together.



Find out

What is the difference between a person's **personality** and their **feelings**?

UNIT 2

LESSON 1 HE'S VERY CLEVER

1 Listen and read. How does Hazem feel today? Why?

Asser: Hi, Hazem. I'm Asser, your buddy for your first week at school.

Hazem: Hi! My 'buddy'?

Asser: Yes, your 'buddy' is a student who helps new students get to know the school. Your buddy takes you around, shows you where your classrooms are, and stays with you at recess.

Hazem: Okay, thanks Asser. That's a good idea. I feel a bit **nervous** and **shy**. The school is so big and I don't know anyone!

Asser: Don't worry, stay **calm**! We are all very friendly. Let's go meet some of them. Look! There's Basel. Hey, Basel!

Basel: Hi Asser.

Asser: Hazem, this is Basel. He's very **clever** and he's good at math. You can ask him if you need any help with your homework! Basel, this is Hazem. He's starting school here today.

Basel: Hi, Hazem. Welcome to our school.

Asser: He's so **polite**!

Basel: Ha, ha! Do you have all your books yet, Hazem?

Hazem: I'm not sure. I have a lot of books in my room at home but I'm a bit **messy**. I'm not sure which textbooks I already have.

Basel: We can share my book today. And I have an extra copy of the worksheets …

Hazem: Wow! You're really organized. Thanks, Basel!

Asser: Come on, I'll show where the science classroom is.

2 Read again and answer

1 What is a 'buddy'?

_____

2 Who is Basel?

_____

3 What does Basel offer to share with Hazem?

_____

3 Look at the bold words in the text. Match them to their meanings

1	kind	**a**	not worried, relaxed
2	shy	**b**	not tidy or organized
3	calm	**c**	nice to others, helpful
4	clever	**d**	tidy, careful
5	polite	**e**	intelligent, good at school work
6	messy	**f**	not calm, worried
7	organized	**g**	worried about talking to people, quiet
8	nervous	**h**	speaks carefully and correctly, shows respect

4 Find four other words and phrases in the dialog to describe people. Complete the sentences

1 Sarah is very *nice*. She always helps people.

2 Hany is very _____. He makes me laugh all the time.

3 Salma is _____. She likes people and is helpful.

4 John is _____ art. He can draw and paint very well.

5 Read the conversation again. Think about each student's personality. Write

1 Asser is _____.

2 Hazem is _____.

3 Basel is _____.

6 Work with a partner. Take turns to describe a student in your class. Talk about what they look like and their personality. Can your partner guess who it is?



This girl is friendly, kind, and funny. She has long black hair.

Yes!

Nadine?



LESSON 2



CLIL SCIENCE

1 What is the weather like in these months in your country? Discuss

1 January
2 April
3 July
4 October

2 Read the text. What three things does the weather affect in our everyday lives?





How does the weather affect us?

The weather where we live affects the choices we make every day. After you get up in the morning, what is the first thing you do? You choose your clothes, of course! Do you choose a pair of shorts with sandals, or your new scarf with a wool sweater? Do you need rain boots? What about sunglasses? The answers to all of these questions depend on one thing – the weather.

Weather also **affects** the activities you can do. If it is a hot day, you may decide to go for a swim. If it is snowing, you could choose to build a snowman. Sometimes, your plans have to change because of the weather. For example, if you plan to play football in the park with your friends and then it starts to rain, you need another plan!

Did you know that the weather can also affect your health? For example, you are more likely to get the flu during cold weather because the virus can move from one person to another more easily when it's cold. The extra sunlight you get in the summer months **increases** your vitamin D **levels**. This has many benefits for your body and makes it healthier. However, some people don't get enough sunlight, their levels of vitamin D **decrease** and this can make them feel **down**.



3 Look at the words in bold in the text. Write them next to their meanings

1 levels: the amounts of something
2 _____: feeling very sad and low
3 _____: to change something
4 _____: to make less
5 _____: to make more

4 Answer the questions in your notebook

1 What do most people decide in the morning based on the weather?
2 What is the example in the text of **a** a hot weather activity, **b** a cold weather activity?
3 How can **a** cold weather, **b** sunny weather affect people's health?

5 Work with a partner. In what other ways can the weather affect our lives? Discuss these things

food | health | homes



In hot weather, we want to eat more fruit and vegetables.



Yes, that's true. And we don't want to eat hot food.

6 Look at the photos. Which ones make you feel happy? Which ones make you feel sad? Why?

1 

2 

3 

7 Read the text. What is it about? about? Check (✓)

1 weather and a healthy diet ☐

2 weather and feelings ☐

3 weather and outdoor activities ☐

Do rainy days really make us feel sad?

Do you notice that when it rains, or is very windy, that your **mood** changes and you feel sad or nervous or down? Can bad weather affect how you feel?

If you think you feel down when it rains, it's not your imagination! Scientists say bad weather can have a negative effect on our feelings. When the sky is dark and it's wet outside, some people definitely start to feel low. They often have a sudden change of mood from happy to sad, and usually also have less energy. Windy weather can make some people (and animals) feel nervous, or restless. Scientists think the noise of the wind especially can affect our mood.

If your mood changes in bad weather, what can you do to feel better? Experts say that one thing which helps is to switch on more lights in your home when it rains. More light tells our brains to increase the amount of chemicals in our bodies which make us feel happy and positive.

Another good idea is to go for a walk outside, even when the weather is wet. There is still some sunlight on rainy days, and this can **boost** your body's Vitamin D and **improve** your mood.



If you can't get outside, the best solution is to do an activity which you enjoy and that makes you feel good. For example, you can watch a funny movie, play a game with a friend, or do arts and crafts. Exercise also helps. When you do physical activity, it makes you feel more energetic and improves your mood. So go and **do a workout** or put on some music and start dancing!

Tip! Synonyms are words with the same, or very similar, meaning. For example, *glad* is a synonym for *happy*.

8 Find synonyms in the text for these words

1 feeling: _____
2 exercise: _____
3 get better: _____
4 increase: _____

9 Read again and answer the questions

1 How do many people feel on rainy days?

They feel 'down' or sad

2 Why does switching on the lights in your home help?

3 Why does going for a walk outside help?

4 Write four other things the text mentions that can help you feel better.

10 Work with a partner. When you feel sad or worried, what do you do to feel better? Talk about the things in the photos, or use your own ideas

1 

2 

3 



When I feel sad, I play with my cat.

I usually go for a walk on the beach.



UNIT 2

LESSON 3 THIS IS WHERE WE STUDY SCIENCE

1 Look at the text and picture. What type of text is it? Choose

1 a poster about a school
2 a tourist information website
3 a page from a school web site

2 Read the text. Which school subjects are mentioned?

El Fouad School

Home About Contact

Welcome to El Fouad School. We are proud of our new, modern buildings and we are happy to show them to you. Please study the map and find out where the main buildings are, and what we use them for.

1 The Ahmed Zewail Building

This is the place **where** students study science. There are four classrooms and two new laboratories. These laboratories have all the equipment **which** classes need to do experiments.

2 The West Court

This is a large open area **where** students have recess. There is a playground and playing field. There are also benches to sit on under the trees and a water fountain if you feel thirsty. Children can also grow plants with Mr Mahdi. He is the teacher **who** helps in the garden.

3 The IT Building

This is the building **where** you can find our computer classrooms. Students come here for their Information Technology lessons. We have over 50 desktop computers, plus laptops and tablets **which** students can borrow.

4 The 2024 Gymnasium

The yellow building is our new gymnasium. We use it for basketball, handball, and gymnastics during Physical Education lessons. There are some teachers **who** run after school sports clubs here too, like five-a-side football (Mr Sergany, math department) and dancing (Mrs Manal, French department).



3 Match the parts of the sentences. Then read again and check. Which words help join the parts?

1	This is the place where	**a**	students have recess.
2	These laboratories have all the equipment which	**b**	students can borrow.
3	This is a large open area where	**c**	students study science.
4	He is the teacher who	**d**	run after school sports clubs here too.
5	This is the building where	**e**	you can find our new computer classrooms.
6	We have … laptops and tablets which	**f**	helps in the garden.
7	There are some teachers who	**g**	classes need to do experiments.

Language focus

We use *who, which,* and *where* to give more information about a particular person, thing, or place. We use these words for both singular and plural nouns.

We can use *who* to talk about people.

*Mr Sergany is the teacher **who** runs the football club.*

We can use *which* to talk about things.

*These are the shoes **which** I wear to school.*

And we can use *where* to talk about places.

*This is the building **where** we do physical education.*

Remember when we use *who, which,* or *where,* we don't need to repeat the subject of the sentence.

Mr Sergany is the teacher. Mr Sergany runs the football club.

*Mr Sergany is the teacher **who** runs the football club.*

4 Complete the sentences with *who, which,* or *where*

1 Dalia is the girl ___who___ sits next to me in the English class.

2 An ostrich is a big bird _____ can't fly.

3 This is the street _____ my uncle lives.

4 I really love the red flowers _____ grow in our garden.

5 The supermarket is the place _____ we buy food.

5 Join the pairs of sentences using *who*, *which*, or *where*

1 Hany is a boy in my class. He has a pet lizard.
Hany is a boy in my class who has a pet lizard.

2 These are the class computers. We use them for projects.

3 Bees are insects. Bees make honey.

4 A pharmacy is a shop. In a pharmacy you can buy medicine.

5 That is another classroom. We have science lessons in that classroom.

6 Leila is the tall girl. She has red hair.

6 Think of a person, thing, and place in your school. Write a sentence about each one. Use *who*, *which*, and *where*

1 This is the _____. (person)

2 This/These _____. (thing)

3 This _____. (place)

7 Work with a partner and read your sentences. Guess the person, thing, and place

Language focus

We use *-ed* adjectives to describe how a person feels.

*I am **excited**! She is **interested** in science.*

We use *-ing* adjectives to describe people or things that give us feelings.

*The football game is **exciting**. This TV show is really **interesting**.*

8 Choose the correct adjective to complete the sentence

1 Hi Fareeda, I'm **surprised / surprising** to see you!
2 The children feel **bored / boring** when there is nothing to do.
3 His birthday party was **excited / exciting**.
4 I'm really **interested / interesting** in Ancient Egypt.
5 I was really **tired / tiring** last night.
6 The results of the students' last test are **surprised / surprising**.

9 Read the text. Choose the correct word, *a*, *b*, or *c*

Wandaland is a fantasy TV series **1** _a_ is popular with people of all age groups. It's **2** ___ because it takes place in the future on a planet called Wanda. This is a world **3** ___ humans live because the Earth is now too hot.

The series tells the story of a boy called Frey **4** ___ wants to return to Earth to look for his family. Frey is a clever, quiet boy **5** ___ finds life on Wanda **6** ___. He doesn't have many friends but he thinks perhaps his family is still alive, so he decides to hide on a spaceship **7** ___ is travelling to Earth. The problem is he doesn't really know where his parents are and he might not find them.

I'm **8** ___ to see what happens next!



1	**a**	which	**b**	who	**c**	where
2	**a**	interesting	**b**	interested	**c**	interest
3	**a**	which	**b**	who	**c**	where
4	**a**	which	**b**	who	**c**	where
5	**a**	which	**b**	who	**c**	where
6	**a**	bored	**b**	bore	**c**	boring
7	**a**	which	**b**	who	**c**	where
8	**a**	exciting	b	exited	**c**	excite

10 Read and listen. Check your answers to Exercise 9

UNIT 2

LESSON 4

1 Listen and read the story. Who is in Hare's house?

It's a sunny day, and Hare lies in the grass. Suddenly, her stomach makes a loud noise. Hare remembers the carrots in her kitchen. She's hungry!

Hare runs back home. But when she gets to her door, she stops. What is that noise? Something is moving inside Hare's house! "Is somebody there?" asks Hare.

"Stay where you are!" says a loud voice.

Hare is very surprised. Who is in her house? Then the voice speaks again. "Hare, don't come in. If you come in, I'll eat you. Hares are my favorite food."

Hare is very scared. The animal which is in her house wants to eat her. Hare runs to the forest where her clever friend Monkey lives.

"Monkey, please help me!" says Hare. "There's an animal in my house, and it wants to eat me!"

Monkey looks interested. "An animal? Let's go and see," Monkey says.

They go back to Hare's house. "Who's in there?" shouts Monkey.

A voice answers, "Monkey, don't come in. I'll eat you if you come in. Hares are my favorite food, but monkeys are also delicious."

Monkey and Hare look at each other. They are both very scared. They run to the lake where their friend Elephant lives. "There's an animal which eats hares and monkeys in Hare's house," they tell Elephant. "We need your help!"

"Don't worry!" says Elephant. "I'm coming! I'm the biggest, strongest, bravest animal in the world. Nobody can eat me!"

Elephant goes to Hare's door. "I'm coming in!" he shouts.

"Stop!" says the animal inside. "I'm hungry and I love to eat …"

"You can't eat me!" shouts Elephant. "I'm the biggest, the strongest …"

Suddenly, Hare's door opens, and a small mouse runs out. Elephant jumps high in the air! He's very scared. For as everybody knows, elephants are afraid of mice!

"Help! A mouse! A mouse!" cries Elephant and he quickly runs away.

Mouse looks at Hare and Monkey. "I'm sorry," she says. "Are you angry?"

Hare and Monkey start to laugh. "No, we're not angry," they say. "Elephant's face was so funny!"

The all laugh again. Then Hare goes inside to finally eat her carrots.

<AW 034.01 Illustration done in, simple fun style to appeal to 11/12 year olds and to illustrate animal characters in a children's story. Setting is woods/jungle (but does not have to be too defined). We can see Hare speaking to Monkey. Hare looks frightened and is pointing in the direction of his house – the house does not have to be visible but if it is, it should be simple and in the background from where there is a strange noise coming – Hare doesn't know who or what is making the noise.

OR if not, nice illo of hare here: https://www.shutterstock.com/image-illustration/black-white-sketch-hare-rabbit-wild-1132695302>

2 Read again and put the sentences in order 1–10

a Monkey becomes scared. ☐

b Hare becomes scared. ☐

c Hare feels hungry. 1

d Hare eats some carrots. ☐

e Hare asks Monkey for help. ☐

f Hare and Monkey ask Elephant for help. ☐

g Elephant sees a mouse. ☐

h Mouse says she is sorry. ☐

i Elephant runs away. ☐

j Hare hears a noise inside her house. ☐

Tip!

When characters speak in stories, we show it with punctuation called quotation marks:

"Hares are my favorite food." "Don't worry!"

We put quotation marks before and after the sentence.

We use verbs like *say, shout, and ask* to say who is speaking.

"What do you mean?" ***asked*** *Monkey.*

"I thought you were angry," ***said*** *Mouse.*

3 Who says each thing in the story? Read and write the names

Elephant Hare Monkey Mouse

1 "Is somebody there?" asked _____.

2 "There's an animal in my house," said _____.

3 "An animal? Let's go and see." said _____.

4 "I'll eat you if you come in," said _____.

5 "I'm the biggest, strongest, bravest animal in the world," said _____.

6 "Are you angry?" said _____.



PRONUNCIATION

1 Look and listen. Then listen and repeat

1 
cut

2 
cat

3 
truck

4 
track

2 Listen and circle the word you hear

1 hut / hat
2 bug / bag
3 stuck / stack
4 uncle / ankle

3 Is the sound the same as cat or cut? Listen and check

	cat	cut
1 **a**nimal		
2 h**u**ngry		
3 st**o**mach		
4 f**u**nny		
5 **a**ngry		
6 c**o**me		

4 Listen, read, and repeat

Happy Harry has some nuts.

Happy Harry has some nuts and a duck.

Happy Harry has some nuts, a duck, and some honey.

Happy Harry has some nuts, a duck, some honey, and a brush.

Happy Harry has some nuts, a duck, some honey, a brush, and an onion.

please make character look happier



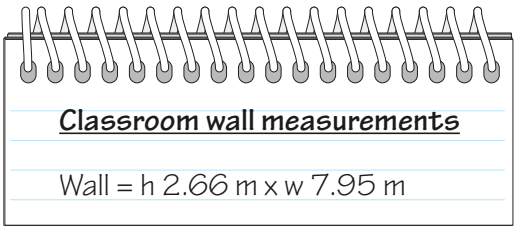
Estimating numbers

1 Work with a partner and read the texts. Discuss

Hatem's classroom wall needs painting. The class calculate how much paint they need to paint the wall. They measure the wall and write down the measurements. Then they look on the internet to see many cans of paint they need.

1 How do you think the students calculate how much paint they need?

2 How many liters of paint will they have left over?





When we don't need to calculate exactly, we estimate an **approximate** number. We can round decimal numbers up or down to the nearest whole number: 2.66→3.00 3.95→4.00

2 Round these measurements up or down to the nearest whole number

1 2.03 m _____ 2 12.96 m _____ 3 1.11 m _____

To estimate how much paint they need, the students round their measurements up to the nearest whole number, then multiply them to estimate the area to paint:

2.66 (→3.00) x 7.95 (→8.00) = 24 m^2

Each can covers 22 square meters, so the students need 2 cans (44 square meters) to cover 42 square meters. They will have at least 20 liters left over.

3 Round up these measurements to the nearest whole number. Multiply them to estimate the area for painting. How many cans of paint do you need for each area?

1 2.12 m x 3.85 m = __ m^2, __ can(s)

2 7.65 m x 4.3 m = _____ m^2, __ can(s)

UNIT 2

LESSON 5 WRITING

1 Look at the pets. Write the words

bird cat fish ~~lizard~~

1 

lizard

2 

3 

4 

2 Hany has to write about the best animal to keep as a pet. Read his notes. Decide which are positive (*P*) and which are negative (*N*)

Cats as pets

calm – P	not always friendly	have soft fur	beautiful
clean	independent	have sharp claws and teeth	petting a cat makes you happy

3 Read Hany's essay. Answer the questions

1 Which of the positive points does Hany include?

2 Does he include any of the negative points? Which ones?

3 What does he say about the negative points? Why?

Cats Are the Best Pet

Cats are my favorite animals and I think they make the best pets. They are beautiful with soft fur which is nice to touch. They are clean and calm animals which are usually friendly. They like people but they are independent, so you don't need to take them for a walk every day. It is true that cats have sharp claws and teeth, but they only use them when they are scared. People also say that when you pet a cat, it makes you happy, so they are good for your well-being too.



Tip!

You can use *but* to join two contrasting ideas in a sentence. For example, you can mention a negative point, then use *but* to explain why it's not really a problem.

It is true that cats have sharp claws and teeth, ***but*** *they only use them when they are scared.*

4 Join these phrases to make single sentences. Use *but*

1 I like most types of fruit. I don't like mangoes.

I like most types of fruit, but I don't like mangoes.

2 We want to go to the beach. It's raining today.

3 Lizards make good pets. It's difficult to find food for them.

4 My new school is great. It's far from my house.

5 Dalia is polite and clever. She isn't friendly.

5 Choose a pet to write about. Think of positive and negative things about it. Make notes

Positive	Negative

6 Write a paragraph about your pet in your notebook. Use your notes from Exercise 5 and add a photo. Write 80–100 words

Remember to:

- use adjectives about personality
- use *but* to contrast ideas
- use which to make longer sentences
- say why you like your pet

LESSON 6



PROJECT

1 Think and take notes

You are going to make a leaflet with a map of your school to help new students find their way around.

1 Make a list of the buildings in your school.

2 Include any areas where you can have meals, do sports, or relax at recess.

3 Are there spaces for cars or bikes?

4 Where are the entrances?

2 Read and do

1 Draw a map of the school. Color the buildings or different areas. Write a number on each one.

2 Include the entrance(s) to the school and the streets around it.

3 Write the 'key' for the map. Write the heading KEY. List the numbers and names of each building/area.

4 Check your writing: are the spelling, grammar, and punctuation correct?



3 Explain your map to the class

1 Display your map on the classroom wall.

2 Say the names of the places.

3 Explain what you do in each one.

Number 4 is the Information technology building. We have our IT lessons there. It has a lot of computers and tablets in it.

SELF-ASSESSMENT

1 Complete the words for the photos

1 

c l ev e r

2 

p__l__te

3 

ne__vo__s

4 

c__ l__

5 

or__an __zed

6 

k__n__

2 Complete the sentences with *who, which* or *where*

1 Mrs Sohair is the French teacher _____ is always calm and helpful.

2 Is that the house _____ your uncle lives?

3 This is the math question _____ I don't understand.

4 Are these the clothes _____ you want to take on holiday?

5 Is Magdy the boy _____ lives in your building?

6 This is the classroom _____ we study science.

3 Think about Unit 2

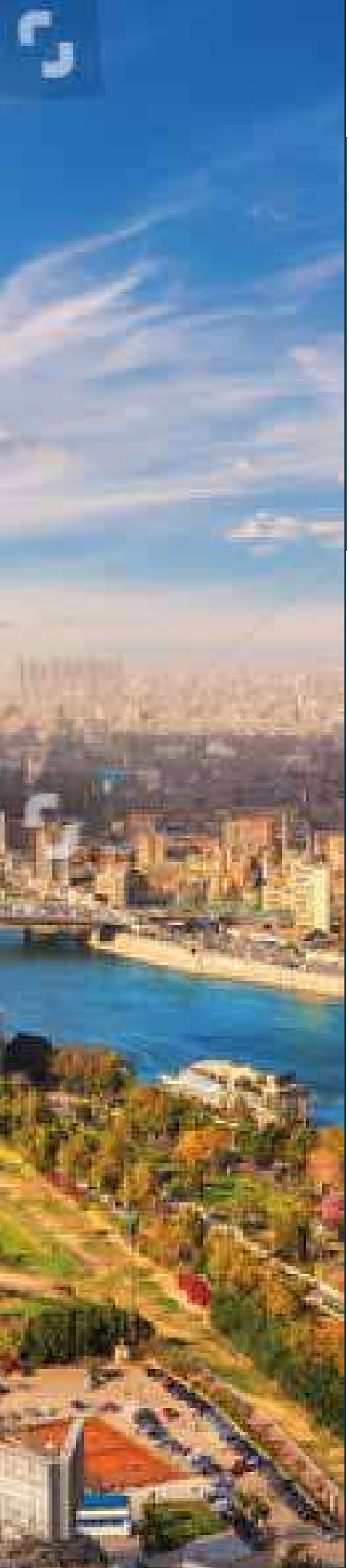
Write two things you enjoyed.

_____

Write two things you learned.

_____


UNIT
3
Vacation plans





In this unit I will ...

- listen, read, research, and write about making vacation plans.
- talk about facts.
- learn about potential and kinetic energy.
- read and listen to determine the central message.
- practice saying the initial consonant sounds /w/ and /v/.
- write a blog about a vacation weekend.
- research and make a brochure about a vacation destination.



Look, discuss, and share

Look at the photo. What can you see? Where do you think it is? Why do you think people like to visit this place?



Did you know?

When you see it from the air, Cairo is in the shape of a fan. In the north, where the Nile valley opens into the delta, it is wide. In the south, where the Nile river valley passes between desert cliffs, it is narrow.



Find out

Find a photo of Egypt from the air. Which areas are green? Which areas are brown? Which cities can you see? Share your answers with your partner.

UNIT 3

LESSON 1 LET'S GO QUAD BIKING ON TUESDAY

1 Listen and read. Which two cities do the boys mention?

Samer: I'm really excited about our vacation, Basel.

Basel: Yes, me too! I love visiting new places! Let's plan some activities for the trip.

Samer: Good idea! There are lots of things to do in Cairo.

Basel: Should we **visit the museum** first? If we go to the museum on Sunday, on Monday we can **take photos at the Manial Palace** for my school project.

Samer: Okay, cool! My mom can go with us. She loves museums. There are also some places outside Cairo that look interesting. Look, here you can **go quad biking in the desert**! And there's a carnival in Giza City. Let's go there and **ride on a rollercoaster**?!

Basel: Yes, that sounds amazing. But how do we get to Giza City?

Samer: There are buses from Cairo. If we book now, we're sure to get seats.

Basel: Okay. Here's a bus company that goes to Giza City on Tuesdays, Wednesdays, and Thursdays. The first bus leaves at ten o'clock in the morning.

Samer: How long does it take?

Basel: About 30 minutes. It says it arrives at Giza City bus station at 10:30 am.

Samer: Okay, let's ask my dad to book the bus tickets. He can come with us – and my sister too. Randa loves carnivals!

Basel: What else do you want to do?

Samer: Should we go quad biking the next day, on Wednesday?

Basel: Yes, okay. But if you choose our activity for Wednesday, can I choose what to do on Thursday? Let's **climb the Bab Zuweila minaret**. If we go there in the late afternoon, we can watch the sunset over the city.

Samer: That sounds cool. And in the morning we can **explore the souks**! They're near the minaret.

Basel: Great! Cairo here we come!



2 Listen again. Match the days to the activities

1	Sunday	**a**	go quad biking in the desert
2	Monday	**b**	visit a museum
3	Tuesday	**c**	ride on a rollercoaster
4	Wednesday	**d**	explore the souks
5	Thursday (morning)	**e**	take photos at the Manial Palace
6	Thursday (afternoon)	**f**	climb the Bab Zuweila minaret

3 Look and write expressions a–f from Exercise 2 under photos 1–6

1



explore the souks

2



3



4



5



6



4 Work with a partner. Plan a trip to for a week to Cairo, or another place in Egypt. Ask and make suggestions about the activities you can do there



Should we explore the souks on Monday?



Yes, good idea. And let's go to the museum on Tuesday.

UNIT 3

LESSON 2 IF WE GO BY BUS, IT'S QUICKER

1 Listen to Samer's conversation with his dad about the trip to Giza City. What are they talking about?



1 booking the rollercoaster

2 booking the bus trip

3 which road to take to Giza

2 Listen again. Circle the correct answer, *a* or *b*

1 Samer says the bus takes
   - **a** less time than the train.
   - **b** more time than the train.

2 The "early bird" discount means tickets cost less
   - **a** when you book before you travel.
   - **b** on the day of travel.

3 Samer's mom prefers to sit next to
   - **a** Samer's dad.
   - **b** the window.

4 Samer suggests the family sits in the
   - **a** same row.
   - **b** red seats.

5 To pay for the tickets online Samer's dad needs his
   - **a** bank details.
   - **b** credit card.



Language focus

We use clauses with *if* or *when* plus present tense verbs, or a modal verb like *can*, to talk about facts.

*If we **go** by bus, it **is** quicker.*

*When you **book** online, you **can** also **choose** which seats you want.*

The clause with *if/when* can come at the start of the sentence, or at the end. When it comes first, we separate the two clauses with a comma.

***If** you press the button**,** the tablet switches off.*

*The tablet switches off **if** you press this button.*

In questions, the clause with *if/when* usually comes at the end.

*How can we get to Giza **if** we miss the bus?*

*Does your aunt always cook feteer **when** you visit her?*

3 Complete the sentences with the correct form of the verbs in brackets

1 If you _____ (heat) sugar, it _____ (melt).

2 If you _____ (find) my keys, please _____ (call) this number.

3 It _____ (mean) there's dust in the sky when the clouds _____ (be) red.

4 My English always _____ (get better) if I _____ (study) the lessons again at home.

5 Please _____ (tell) me if you _____ (need) anything.

4 Put the words in order. Write the sentences in your notebook

1 buy / two T-shirts, / you / free / get / one / when / you

When you buy two T-shirts, you get one free.

2 don't water / plants / if / die / you / them

3 press / you / this / button, / the red light / turns on / if

4 eat / too much cake, / a stomach ache / I / if / I get

5 doesn't work / the TV / don't use / the remote control / if / you

6 sees / a bee, / my cat / tries / to catch / it / when / she

5 Use the prompts and *if* to complete the dialogs. Write the sentences in your notebook. Then listen and check

1 **Hazem:** Mom, there's a problem with the freezer. It isn't working.

Mom: The freezer / not work / you not close / the door / properly

The freezer doesn't work if you don't close the door properly.

2 **Leila:** Mrs Manal, can we use pencils in the test?

Teacher: No sorry, you can't. tell / me / now / you / not have / a black pen

3 **Karim:** What does this word mean, Sherif?

Sherif: I don't know. look it up / a dictionary / you / not know / a word

4 **Dad:** Please turn the music down, Rana. It's too loud!

Rana: But Dad, I / not can / study / it / be / too quiet

5 **Selim:** What happens / you / block / a person / social media?

Dalia: You don't get any messages from them.

6 Complete the text about study tips with the correct form of the verbs in the box

check finish give have plan remember ~~try~~ work write

Divide your study time into sessions of about 30 minutes. If you **1** try to study for hours and hours, you can't concentrate. When you **2** _____ regular breaks, you **3** _____ more. It's also better to study at the same time each day. People's brains **4** _____ better if they have a regular routine. Also, if you **5** _____ your studies, it **6** _____ you a sense of progress. It's helpful if you **7** _____ down what you want to do in each session. Then you can **8** _____ it off on the list when you **9** _____ it and feel proud!



7 How do you study? Do you have any other useful tips? Discuss with a partner

What are your top tips for studying?

If I listen to music, it helps me study.

Language focus

We use **prepositions of time** *at*, *on*, and *in*, to say when something happens.

We use *at* with times:

***at** midnight, **at** eight o'clock, **at** lunchtime*

We use *on* with days and dates:

***on** Friday, **on** my birthday, **on** August 17th*

We use *in* with months, seasons, and years:

***in** August, **in** summer, **in** 2023*

8 Complete the sentences with *at*, *in*, or *on*

1 We celebrate Sham El-Nessim _____ spring.
2 Let's meet outside the school _____ 10:30 am.
3 We had a science class _____ Monday.
4 They went on a trip to the Red Sea _____ July.
5 Great news! I'm having a party _____ my birthday!
6 What did you do _____ the weekend?

9 Listen. When do the students do these things? Complete the chart

	get up	have breakfast	go to library	play sports	do homework
Hana		7:30			Tuesday
Youssef	7 o'clock			Saturday	
Maggie			Sunday pm		
Nader			–		every day

10 Write one sentence in your notebook about each person in Exercise 9. Use prepositions of time

Hana does homework on Tuesday.

11 Work with a partner. Ask and answer questions about when you do the things in Exercise 9

When do you get up on school days?

I get up at 7 o'clock.

LESSON 3



CLIL SCIENCE

Potential and kinetic energy

1 Listen and read the first part of the text. Circle the correct answers

1 An object has potential energy when it is **moving / not moving**.

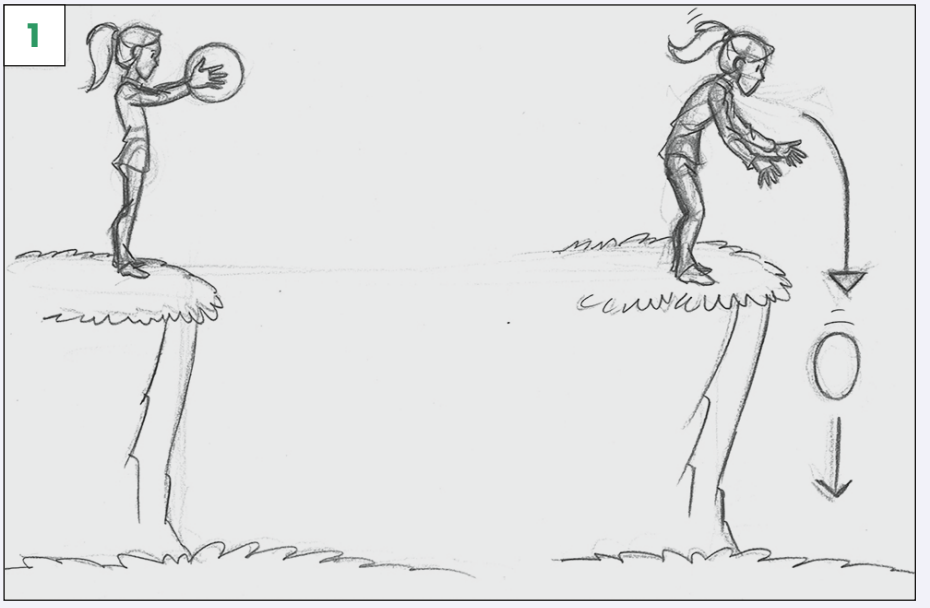
2 An object has kinetic energy when it is **moving / not moving**.

3 The ball has kinetic energy when it **is in the girl's hand / falls to the ground**.

Energy makes things change and move. It's everywhere around us in all sorts of forms. It takes energy to cook food, to drive to school, and to jump in the air. There are lots of types of energy, including electrical energy, chemical energy, and heat.

Potential energy is the energy which is **stored** in an object. Kinetic energy is moving energy. Energy changes between potential and kinetic when an object starts moving.

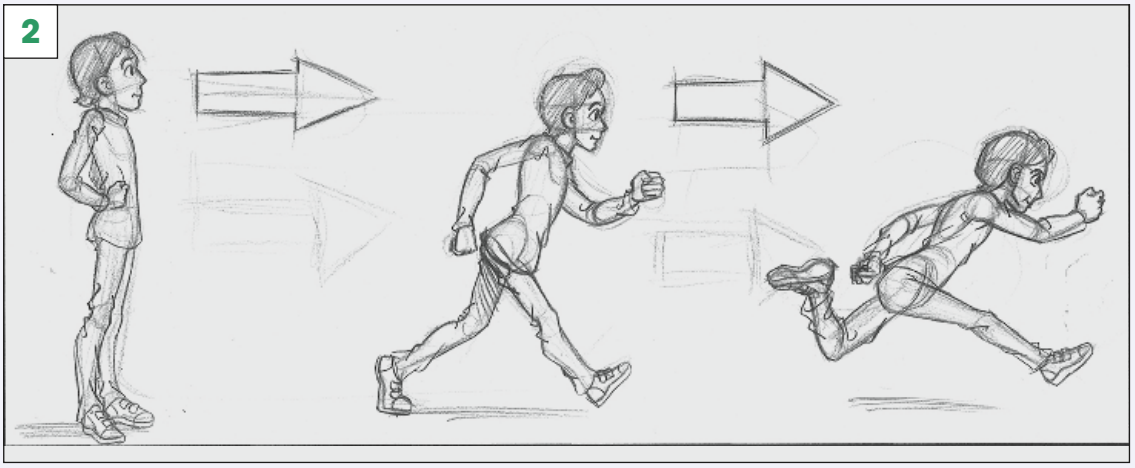
Look at picture 1. When the ball is in the girl's hand, it has lots of potential energy, but no kinetic energy. But when the ball is falling **towards** the ground, it has kinetic energy because it's moving.



There are lots of examples of potential and kinetic energy in the world around us. A car sitting in a car park has potential energy, and a car driving along the street has kinetic energy. An airplane flying in the sky has kinetic energy. A bicycle waiting at the top of a hill has a lot of potential energy, but no kinetic energy. As it moves down the hill, its kinetic energy increases.

It's not only objects which have potential and kinetic energy, people have it too! When you are **standing still**, you have a lot of potential energy, but no kinetic energy. If you start walking, your kinetic energy increases. And if you start running, your kinetic energy increases even more, because you are moving faster.

2



Look around you. Can you see any examples of potential and kinetic energy?

2 Listen and read the second part of the text. Are these examples of kinetic (*K*) energy or potential energy (*P*)?

1 a bicycle waiting at the top of a hill ___
2 a car driving along the street ___
3 a person running ___
4 an airplane flying ___
5 a car parked in a parking lot ___
6 a person standing still ___

3 Circle the correct meanings for the words in bold in the text

1	stored	**a** saved	**b** lost
2	towards	**a** in the direction of	**b** between
3	standing still	**a** moving fast	**b** not moving at all

4 Look and write. Are the pictures examples of potential energy (*P*) or kinetic energy (*K*)?

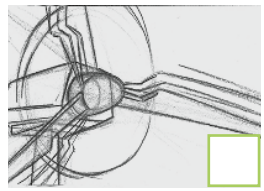
1



2



3



4



5 Read and circle the correct words

How does a rollercoaster work?

A rollercoaster doesn't have an **engine** because it doesn't need one. Rollercoasters use the force of **1** *gas* / *gravity* to move, plus two types of energy, potential energy and kinetic energy.

At the start of the ride **2** *a person* / *an electric motor* pushes the cars up to the top of the first "hill" on the track. During this part of the ride lots of **3** *kinetic* / *potential* energy **builds up** in the cars. When gravity starts to pull the heavy cars down the other side of the hill, the potential energy **4** *stored* / *moving* in them is **released** as kinetic energy. This process of repeated energy transfer between potential energy and kinetic energy is what makes a rollercoaster travel up and down on its track.

When the rollercoaster arrives at the **5** *top* / *bottom* of a hill, it has its greatest amount of potential energy and its least amount of kinetic energy because it isn't moving. When it is halfway down the hill, the amounts of potential and kinetic energy are equal. When it arrives at the **6** *top* / *bottom* of the hill and is moving at its maximum **speed**, it has its greatest amount of kinetic energy and its least amount of potential energy.

The exact amount of kinetic energy in an object depends on its speed and **mass**.



6 Use the words in bold in the text to complete the sentences

1 The average _____ you can drive a car at in Egypt is 90 kilometers per hour.

2 A Boeing 747 airplane has four _____, two on each wing.

3 When clouds cool down they _____ raindrops onto the earth.

4 The _____ of an object is how much matter there is in an object, and is measured in kilograms.

5 The music slowly _____ to the dramatic final song.

7 Work with a partner. Draw a picture of a rollercoaster with three "hills" on the track. Label the picture to show 1–4

1 the start of the rollercoaster

2 where the car has the most potential energy

3 where the car has the most kinetic energy

4 where the car has equal potential and kinetic energy

8 Work in pairs. Discuss where you think your rollercoaster reaches its maximum and minimum speed



I think the rollercoaster is the fastest at the bottom of the first hill.

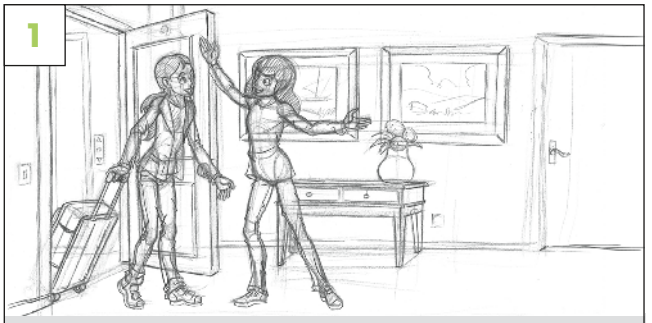
I don't agree.



UNIT 3

LESSON 4 A FIRST FOR FATIMA

1



Fatima's favorite cousin Amal comes to visit her. It is Amal's first time in Cairo. She's very excited. She wants to see all the famous places.

2



Amal shows Fatima a photo. "Can we go visit the Bab Zuweila minaret? We can climb up to the top – there's a great view from there!"

3



Fatima doesn't know what to say. She wants to make Amal happy, but she has a secret: she is afraid of heights. How can she climb the minaret?

4



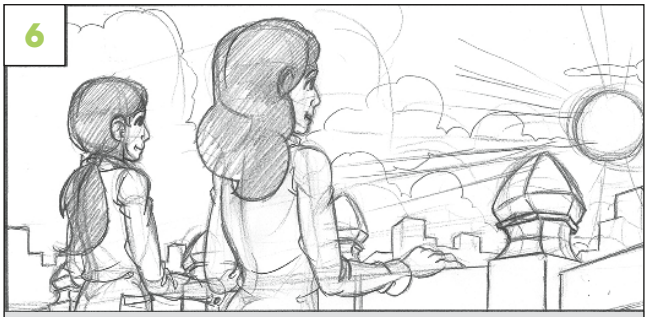
Fatima doesn't want to disappoint her cousin, so she decides to face her fear. "That's a good idea," she says, "Let's go on Tuesday in the afternoon. We can watch the sunset."

5



It's Tuesday and the girls are at Bab Zuweila. After a long climb, they reach the top. Fatima's face is white. She is ~~very scared. But Amal takes her hand~~ and smiles. "Breathe slowly," she says. "You can do this, Fatima. Now look around you."

6



Fatima feels calmer. She lifts her head to look at the view. It is incredible. She can see all of the city below her. Suddenly she doesn't feel scared any more. She feels proud to live in such a fantastic place!

1 Look at the pictures. What do you think the story is about? (✓)

a tall buildings

b a typical day for a teenage girl

c a visit to a famous monument

Tip! Pictures can help you understand what a story is about and give you extra detail. For example, the background can show you where the action happens, and the faces of the characters can tell you how they feel at that moment.

2 Listen and read. Where does this story happen?

3 Read and listen again. Answer the questions

1 Who comes to visit Fatima?

2 Why is Fatima not sure about the visit to the minaret?

3 Why do you think she decides to go?

4 When does she suggest they go to Bab Zuweila?

5 Why does Amal take Fatima's hand and tell her to breathe slowly?

6 Why is Fatima proud at the end of the story?

4 Look carefully at the pictures and answer the questions. Write sentences in your notebook

1 What do you think Fatima and Amal say to each other when they meet in picture 1?

2 How does Fatima feel in picture 3? Why?

3 Where are the girls in picture 5? How does Fatima feel? How does Amal feel?

4 What does Fatima see in picture 6? How does her feeling change?

5 Work with a partner. Ask and answer about the pictures

Where are the girls in the first picture?

They're in Fatima's home in Cairo.

UNIT 3

STORY

1 Listen and read the story. How many times does Tiger try to eat Little Deer?

Little Deer in the Forest

Little Deer runs through the forest. He sings as he runs. "Here I am! Little Deer, that's me. I'm so clever. You can't catch me!"

Soon, he comes to a lake, and stops for a nice cool drink. Just then, Tiger jumps out. "I want to eat you for my lunch, Little Deer," he says.

"Hi there, Tiger!" Little Deer says politely. "Sorry, but I can't be your lunch today. I'm too busy! I have to look after the King's lunch." The deer shows Tiger a muddy puddle. "It's soup!" he says.

Tiger is interested. The King's soup? It's sure to be delicious! "Give me some," says Tiger.

"Oh Tiger," says Little Deer. "The King will be angry. But if I go where I can't see you, you can have some." Little Deer walks slowly away. Then he runs and runs. Behind him, he hears Tiger shout angrily when he drinks the muddy puddle.

Tiger hunts Little Deer and finds him under a tree. "Now I'm going to eat you Little Deer," Tiger says.

"I'd like to help you Tiger," says Little Deer, "But the King wants me to look after his special drum now." He points at something large and round in the tree.

Tiger loves drums. He jumps into the tree and hits it with a stick.

Little Deer runs quickly. Behind him, he hears Tiger shout when the bees come out of their nest and sting him.

Tiger hunts Little Deer. He's very tired and angry. He finds Little Deer in a cave. "You will be my lunch Little Deer," Tiger shouts.

"Oh Tiger," says Little Deer, "I'm still very busy. Now, the King wants me to look after his belt." Little Deer shows him something on the ground. It's long and thin with beautiful colors.

Tiger says, "Let me see!" But it isn't a belt. It's a snake! It hisses at Tiger and tries to bite him!

Little Deer sings as he runs away. "Here I am! Little Deer, that's me. I'm so clever. You can't catch me!"

2 What does Little Deer tell Tiger about these things?

overmatter



PRONUNCIATION

1 Look and listen. The listen again and repeat



water



wolf



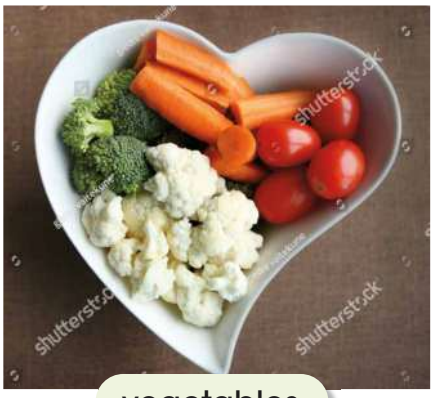
window



volcano



violin



vegetables

2 Listen and circle the word you hear

1 **a** wet **b** vet **2** **a** veil **b** whale **3** **a** vest **b** west

3 Listen. Complete the words with *v* or *w*

1 ___alk
2 ___an
3 ___eb
4 ___isit
5 ___orm
6 ___ase
7 ___ater
8 ___indow

4 Listen, read, and repeat

1 The white worm went for a walk with a white wolf wearing a watch.

2 I visited a very old village and bought a vintage violin.

UNIT 3

LESSON 5 WRITING

1 Read Neema's blog post. Answer the questions

1 Where is she? _____

2 Who is she with? _____

3 Why is she there? _____

Neema's blog

BLOG HOME ABOUT ME LINKS ARCHIVE

Tuesday June 3rd

All the fun of the Carnival!

Today is my birthday and guess where I am? I'm with my family for my special birthday surprise at Dream Park in Giza City! I want to tell you all about it.

When you arrive at the park you are suddenly in a fantasy world of myths, legends, and fairy tales – it's really exciting. There is a lot to see and do here. There are amazing rides to try like the rollercoaster (if you're brave!), and theaters where you can watch shows and concerts. There are places to eat and stores too.

The children's section has nine rides including the *Orient Train*. We have tickets for that at 10 o'clock – it sounds like a good way to see all of the park. My brother Hasim loves water rides, so he wants to go on some of those later this morning. At eleven thirty we have tickets for the *Waterfalls* and the *Raging River*. The *Waterfalls* ride has some high sections so it's a bit scary, and you get very wet!

In the afternoon Dad and I want to go to the simulation theater. You sit in your seat with big screens all around you, and there are sound and light effects, and it feels like you're in different environments around the world – tropical jungles, snowy mountains, even under the ocean. It's very realistic – I can't wait! What a great birthday present – thanks Mom and Dad!



2 Read the blog again. Put the activities in the correct order 1–3

a simulation theater ___ **b** Orient Train ___ **c** Waterfalls ___

Tip!

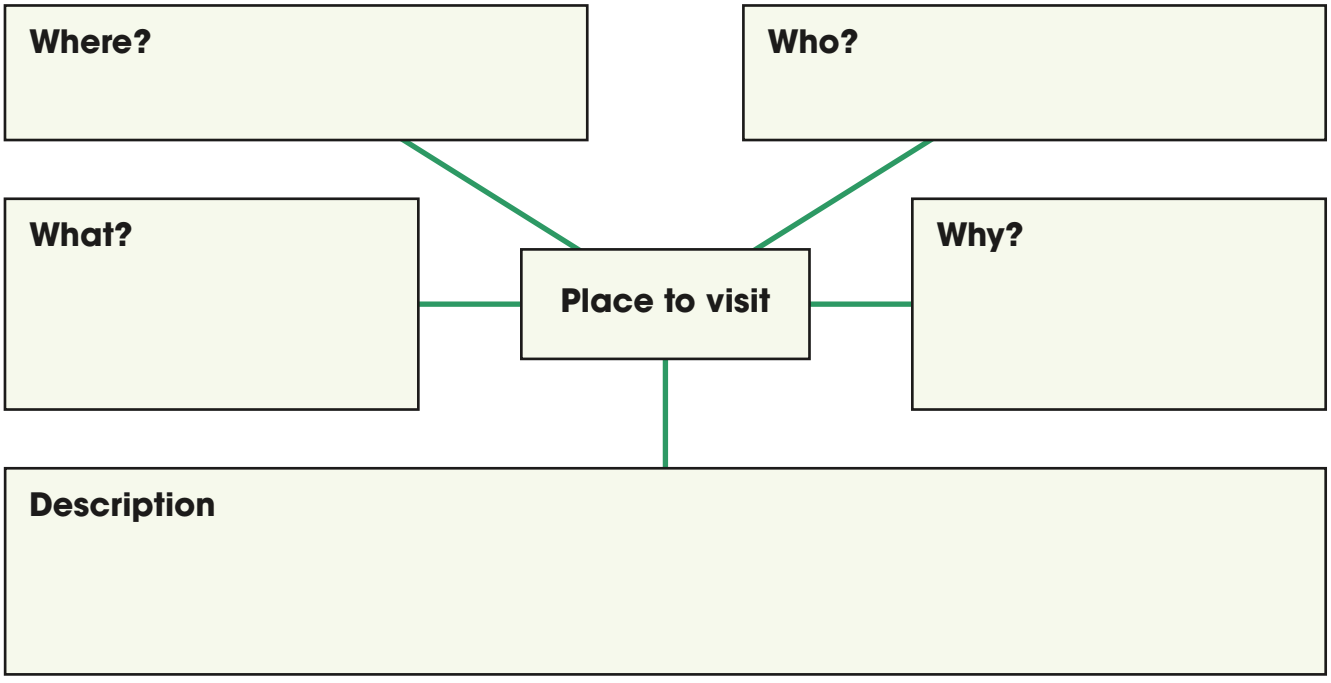
A blog post should have a title and date, and use informal language and first person pronouns (*I, my, me*). It has to include a personal story, and it usually gives the writer's opinions and feelings about their experiences. Bloggers often add photos to make their blogs more attractive.

3 Look at Neema's blog again. Find these things and underline them

1 the title
2 the date
3 six first person pronouns in paragraph 1
4 two opinion adjectives about the rides

4 Plan your own blog post about a place you like visiting. Think about these things and use the mind map to help you make notes

- Where is the place?
- Who is with you?
- What can you do there?
- Why do you like it?
- What adjectives do you think describe it?



5 Write your blog post. Use your notes from Exercise 4 and include the features of the blog from the *Tip!* box. You can add photos to make your blog look more attractive

LESSON 6



PROJECT

Sharm el-Sheikh – an amazing holiday destination!

Sharm el-Sheikh is an interesting and busy town in Egypt by the Red Sea. There are lots of things to see and do.

- swim in the sea
- relax at the beach
- explore the town







- visit St Catherine's monastery
- go quad biking in the desert
- ride on a camel
- eat good food



1 Work on your own. Think and research

1 Think about a place you visited. Make a list of things you can see and do there.

2 Do some research on four of the things and make notes. Where is it? How do you get there? How much does it cost? What can you do or see?

2 Read and do. Make a tourist brochure about the place you chose

1 Find some photos or pictures of the places you want to include in your brochure.

2 Write a description of each place under the photos. Include opening times, how to get there, and information about tickets.

3 Check that the spelling, grammar, and punctuation is correct.

3 Show your brochure to the class

1 Display your brochure on a classroom wall.

2 Walk around and ask and answer questions about your friends' brochures.

Where is your brochure about?

It's about Luxor.

SELF-ASSESSMENT

1 Look and write what the people are doing



1 t_____ a p_____ at the Manial Palace



2 e_____ the s_____



3 q_____ in the d_____



4 c_____ the m_____



5 v_____ a m_____



6 r_____ on a r_____

2 Circle the correct prepositions

1 My birthday is **in / on** winter.

2 Let's go to the library **on / at** Tuesday.

3 I often get up late **on / in** Sundays.

4 Dina does her homework **on / in** the weekend.

5 We visit my cousins in Aswan **at / in** July.

3 Think about Unit 3

Write two things you enjoyed.

_____

_____

Write two things you learned.

_____

_____

1 

a muddy puddle

2 

a bees' nest

3 

a snake

3 Work in pairs. Who is cleverer, Little Deer or Tiger? Why?

UNIT 4



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CELEBRATE GOOD TIMES!





In this unit I will ...

- listen, read, and write about celebrations.
- learn about how matter changes.
- talk about things happening now using present continuous.
- understand the meaning of words and phrases in a text.
- learn to estimate volumes.
- understand the difference between the sounds /ei/ and /e/.
- write a formal invitation.
- research and make a poster about a celebration.

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Look, discuss, and share

Look at the photo. What can you see? Where are the people? What is the celebration? How do you know?



Did you know?

In China, people eat noodles on their birthday. The noodles are very long to represent a long life for the person.



Find out

The Ancient Egyptians didn't celebrate everyone's birthday, but they did celebrate the birthdays of some special people. Who were they?

UNIT 4

LESSON 1 CAN YOU BLOW UP SOME BALLOONS?

1 Do you often go to birthday parties? What do you do there? Discuss

2 Listen and read. Who is the birthday party for?

Hany: Hi Youssef, what are you doing?

Youssef: Hi, Hany. I'm **hanging up the streamers** for my sister, Nessma's, party. Can you help me?

Hany: Sure. What can I do, cousin?

Youssef: Will you pass me the scissors, please? I'm tying the streamers together and I need to cut the string. Can you also **blow up some balloons**? We need to hang those up too.

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Hany: I can try! What are Nessma's sisters doing? Are they helping?

Youssef: Dalida and Noha? Yes, they are. They're **decorating the birthday cake**. They have candles for it too. Oh, there's Amina. Amina! Are you **sending the invitations**?

Amina: Hi Youssef. Yes, I am. But I'm sending everyone email invitations.

Youssef: Good idea. How many people are coming?

Amina: I'm not sure yet, but I wrote "RSVP" on the invitations. That means everyone has to let me know if they're coming.

Hany: Who's choosing the music?

Amina: Dalida made a playlist for my party on her phone, and it was really great.

Hany: That's right. It was really good. We can ask her to **make a playlist** after she finishes the cake.

Amina: And we need to find someone for the fireworks.

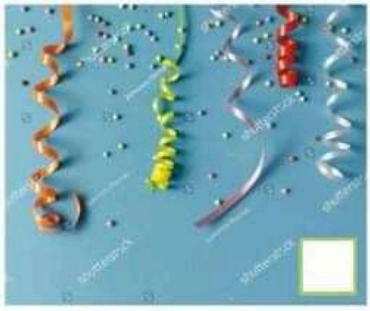
Youssef: Yes, Nessma loves them. We need an adult to **let off the fireworks** in the yard when it gets dark. I know, I'll ask my dad to do it.

3 Listen again. Number the photos in the order that the speakers talk about them

1 

2 

3 

4 

5 

6 

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4 Who is doing these things? Read and match

1	hanging up the streamers	a	Dalida and Noha
2	blowing up the balloons	b	Amina
3	decorating the cake	c	Hany
4	send the invitations	d	Youssef

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5 What will they ask these people to do? Read and write

1 Dalida: _____

2 Youssef's dad: _____

6 Work in pairs. Describe a word or expression from Exercise 3 or 4 for your partner to guess



You write it. It's like a letter asking to come to a party or event. What is it?

It's an invitation!



UNIT 4

LESSON 2

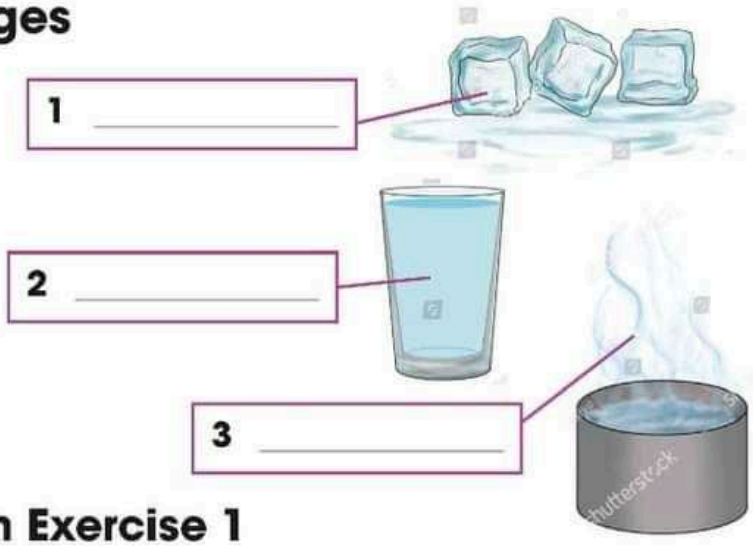


CLIL SCIENCE

Matter and how it changes

1 Look at the pictures. Label the things with the words from the box

ice steam water



2 Listen and complete the sentences with words from Exercise 1

1 _____ is a gas.

2 _____ is a liquid.

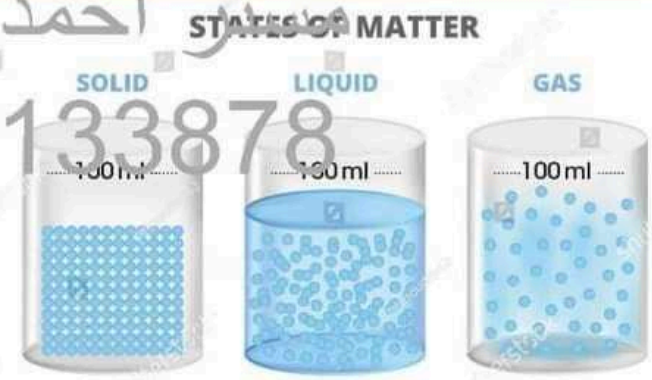
3 _____ is a solid.

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In science everything around us is called "matter" – like water, metal, and air. All matter is in one of three different **states**: a **solid**, a **liquid**, or a **gas**:

- a *solid* keeps its shape in every container. It has a **fixed volume**. You can hold a solid in your hand.
- a *liquid* takes the shape of the container it is in. It has a fixed volume but not a fixed shape. You can pour a liquid.
- a gas takes the shape of the container it is in. It doesn't have a fixed volume or a fixed shape. Instead its *volume* changes to fit the container. You can't hold or pour a gas.

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3 Look at the words in bold. Match them to their meanings

1	gas	a	when something doesn't change
2	fixed	b	matter that has its own shape and volume
3	volume	c	the form matter is in
4	state	d	matter with volume but no shape
5	solid	e	the amount of space a material fills
6	liquid	f	matter with no set shape or volume

4 Look and write

air juice milk oil oxygen rock sand ~~steam~~ wood



1 steam



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____

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5 Write the words from Exercise 4 in the correct group

solid	liquid	gas
		steam

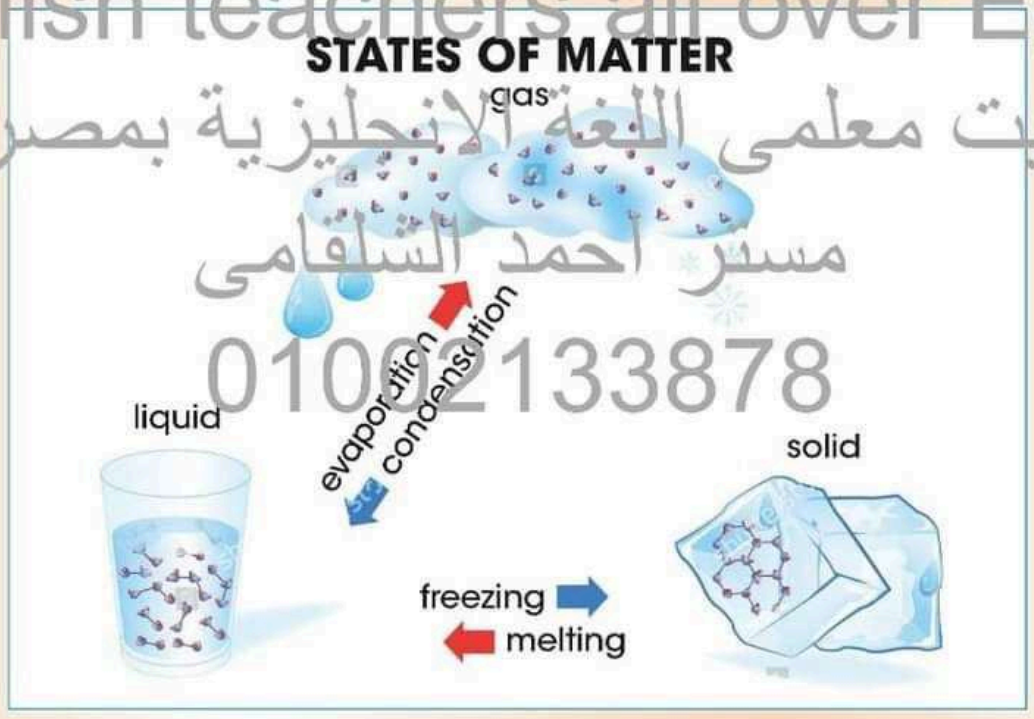
6 Can you think of other examples of solids, liquids, and gases? Add them to the table

7 Look at the diagram. Complete the text with the words in the box. Then listen and check

condensation decreases evaporation freezing ~~increases~~ melting

Matter doesn't always stay the same – it can change state, such as when the temperature increases (↗) or decreases (↘). For example, in nature, the solid ice in glaciers becomes liquid water when the air temperature **1** increases .The name for this process is **2** _____. When water in lakes, rivers, and oceans gets hotter, it becomes a gas and floats up into the atmosphere. This process is called **3** _____.
If there is a lot of gas in the atmosphere and the temperature **4** _____, the gas changes its state again. It forms clouds which become liquid (rain) in a process called **5** _____. If the temperature drops below zero, the raindrops can become snowflakes. When water changes into a solid, it is called **6** _____.

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8 Read again and circle

1 *Melting* is the process of changing a **solid** / **gas** into a liquid.
2 *Evaporation* is the process of changing a **solid** / **liquid** into a gas.
3 *Condensation* is the process of changing a **solid** / **gas** into a liquid.
4 *Freezing* is the process of changing a **liquid** / **gas** into a solid.

UNIT 4

LESSON 3 I'M STUDYING HARD FOR MY EXAMS

1 Listen and read Wael's email to his friend Samer. Do the boys live in the same city?

From:	Wael@qwikmail.com
To:	Samer@egyptmail.com
Subject:	What's your news?

Hi Samer,

How are things?

I'm studying hard for my exams at the moment. But don't worry, I'm not spending all my free time with my nose in a book! I know it's important to get outside and do some exercise too, so I'm going running every morning in the park. I'm also cycling on the weekends with my dad. I'm trying to see my friends a few times a week too – it's good to relax and have fun sometimes, and we try not to talk about how our revision is going! My friend Asser is organizing a party at his house for the end of the exams, so we are all looking forward to that.

Do you have exams this term? Are you studying too, or enjoying the summer? What's the weather like in Alexandria? It's really hot here already! ☺

In your last email you ask me what I'm reading at the moment. I'm finishing *Everything Ancient Egypt* but it's taking ages because I'm a slow reader! I am enjoying it – I love history books – and the documentary is good, too. (My mom said she will get me the DVD). What about you? What are you reading?



Write soon and tell me your news,

Wael

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2 Read and write *T* (True) or *F* (False)

1 Wael doesn't have any free time at the moment. ___

2 When he sees his friends they always talk about their exams. ___

3 There is a party at Wael's house soon. ___

4 Wael reads slowly. ___

3 Check (✓) which of these activities Wael is doing around now.

1 studying for exams ☐
2 spending his free time with his nose in a book ☐
3 going running in the park ☐
4 organizing a party ☐
5 cycling ☐
6 watching a DVD ☐

Language focus

We use the present continuous to talk about actions in progress around now with time phrases like *this week, at the moment,* and *today*:

*She's **studying** for her exams this week.*

*They **aren't enjoying** their vacation.*

***Are** you **playing** football this year? Yes, I **am**. / No, **I'm not**.*

Remember! We also use the present continuous to talk about actions that are happening at the moment of speaking:

*What **are you doing**, girls? We're **helping** to make the birthday cake.*

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4 Complete the sentences with the present continuous form of the verb

1 My dad ___is working___ in France for three months. (work) We miss him!
2 The students _____ hard for a music concert next month. (practice)
3 Where _____ your brother _____ in the USA? (study)
4 Prices _____ a lot this year. (go up)
5 Where _____ Basel and Amir _____ their football game today? (play)
6 I _____ basketball this week, I have too much school work. (not play)

5 Work with a partner. Talk about things you are doing this week. Use time phrases

What are you doing this week, Malak?

I'm practicing for the football game. It's on Sunday.

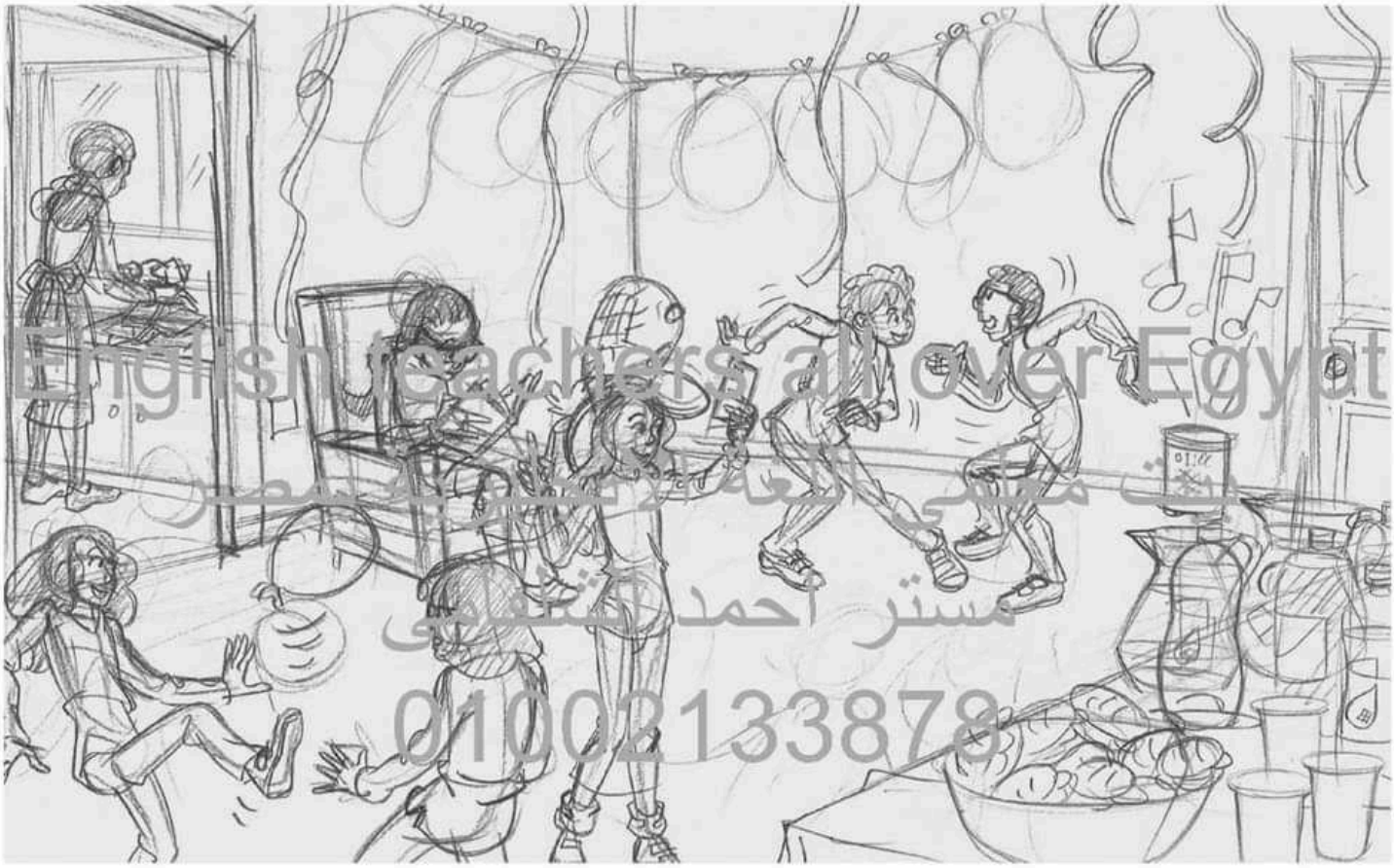
6 Listen and look at the picture. Answer the questions

1 Whose birthday party is it? _____

2 Why isn't Salma at the party? _____

3 What does Nessma show Salima? _____

4 Where are they going now? _____



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7 Look at the picture again. Read and write *T* (True) or *F* (False). Correct the false statements in your notebook

1 The party is in the kitchen. F

The party is in the living room.

2 Nessma is wearing a red T-shirt. ___

3 There are boys and girls at the party. ___

4 The girls aren't dancing. ___

5 Two boys are playing football. ___

6 Nessma's mom is in the living room. ___

Language focus

We also use the present continuous to describe things that are happening in a picture.

*What **are** Noha and Dalida **doing** there?*

*They're **playing** football with the balloons.*

8 Complete the sentences about the picture. Then listen and check

1 Nessma _____ a party hat. (wear)

2 Noha and Dalida _____ football with balloons. (play)

3 Hany and Youssef _____ to dance. (try)

4 Amina _____ a book in an armchair. (read)

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9 Work with a partner. Ask and answer questions about the picture

Who is wearing a blue T-shirt? Nessma.

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Language focus

We use *can* or *will* when we ask friends or family to help us. We often add *please* at the end of the request:

***Can** you show me the photos?*

***Will** you feed the cat, **please**?*

*Dad, **can** you take me to school, **please**?*

10 Put the words in order. Write the sentences in your notebook

1 I / borrow / Can / phone, / your / please?

Can I borrow your phone, please?

2 streamers? / hang up / the / you / Will / me / help

3 you / Can / the glue, / pass / please? / me

4 you / Will / bake / cake / the / the party? / for

UNIT 4

LESSON 4 UNUSUAL BIRTHDAYS

1 Listen and read the text. Which birthday tradition is the strangest? Discuss with a partner

In most countries, when it's your birthday, people give you presents and perhaps make you a cake. But birthday celebrations are not the same everywhere. In fact in some countries they are quite strange! Here are some, unusual birthday traditions from around the world.

1 d

In many parts of the Caribbean in North America, in particular on the island of Jamaica, on someone's birthday their friends and family throw **flour** over them until they are completely white! Sometimes they even throw water on them first to make sure that the flour sticks. This means everyone who meets the person can see it's their birthday and **wish** them "Happy Birthday".



2 ___

The people of Hungary wish a person good luck and a happy birthday by pulling their ears! This happens just before they open the birthday presents, while friends sing a traditional birthday song. If you are twelve, they pull your ears twelve times. The words of the song say, "We hope you live for many years until your ears reach your ankles"!





3 ___

A famous birthday tradition in parts of Canada is "nose-greasing". This is when people put butter on the nose of the boy or girl who is celebrating a birthday. The reason for this is to make sure the person is too **greasy** for **bad luck** to land on them in the next year.



4 ___

If you're having a birthday party in Venezuela, **don't bother** to wash your hair! One of the guests will probably push your head into the birthday cake! Venezuelan people think this strange tradition, which they call getting "caked," brings **good luck** and love for the birthday boy or girl.

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Tip! To match headings to paragraphs in a text, look for key words first. What is the topic of the key words in each paragraph? Then look at the headings. Are there any words that are the same or are about the same topics?

2 Listen and read again. Match the headings a–d to the paragraphs 1–4. Underline the words to help you to find the answers

a Face down in your cake

b A greasy birthday nose

c Painful ears for all your years

d A sticky birthday tradition

3 Look at the words in bold. What type of words are they? How do you know? Match them to their meanings

1	flour	**a**	oily, not clean
2	wish	**b**	to not make the effort to do something
3	greasy	**c**	a white powder for making bread and cakes
4	not bother	**d**	things that happen by chance
5	luck	**e**	to want or dream of something

4 Read again. Answer the questions

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1 Paragraph 1: Why does the flour stick to you when people throw it?

because people throw water on you first

2 Paragraph 2: When does the ear pulling tradition happen?

3 Paragraph 3: What do they use to make your nose greasy?

4 Paragraph 4: Why shouldn't you wash your hair before your birthday?

5 Work with a partner. Discuss the questions

1 Which birthday tradition from the text is the funniest? Why?

2 Are there any special birthday traditions in your country?

3 How do you celebrate birthdays in your family?

Egyptian people often sing songs at birthday parties.

My mom always makes *basbousa* when it's my birthday.



Estimating volume

Tip! When we talk about the amount of something, we don't always need to be exact. We can **estimate**, or guess, the amount. For example, if your mom asks you, "How much milk is there in the fridge?" You can say, "There's about half a liter" not, "There's 487 milliliters." We often use the word *about* when giving an estimate.

1 Look at the measuring tubes. Estimate how much water is in each one? How much water is there in total?

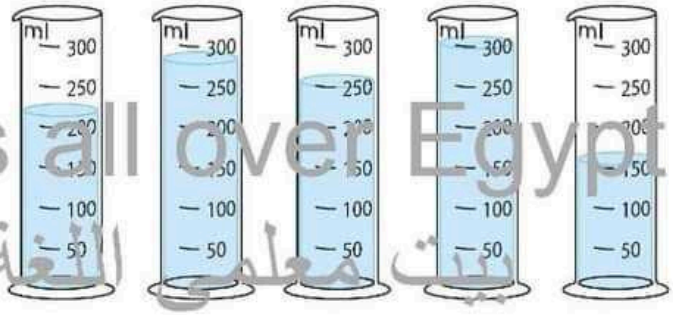
1 200 ml

2 _____ ml

3 _____ ml

4 _____ ml

5 _____ ml



6 There's about _____ ml of water in total.

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Glass a is full and has 400 milliliters of milkshake. Estimate how much milkshake is in glasses b–d. Use *about*

a 

b 

c 

d 

Glass b: _____

Glass c: _____

Glass d: _____

2 Work with a partner to match a–c to questions 1–3

1 To make an orange drink, you need about 1 part of juice to 4 parts of water. How much water do you need to make 5 liters of drink? ☐

2 How much tea does an average Egyptian person drink in a day? ☐

3 How many liters of water do you use when you take a shower? ☐

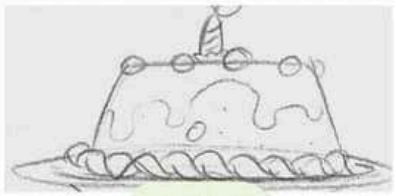
a about 90 liters **b** about 4 liters **c** about a liter



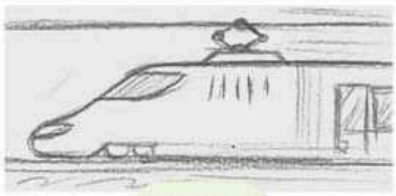
PRONUNCIATION

1 Look, listen, and repeat

/ei/



cake

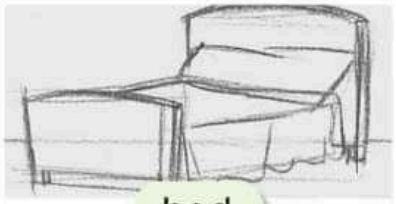


train



say

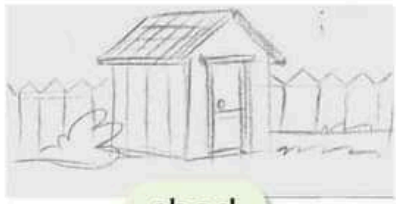
/e/



bed



head



shed

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2 Read the words and write them in the correct group

~~bake~~ bread get ledde pay said stay wait

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/ei/	/e/
bake	

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3 Now listen, check, and repeat

4 Listen and circle the word that you hear

1 Is this the **main** / **men** paragraph in the text?

2 I think the tools are in the **shed** / **shade**.

3 I want to **sail** / **sell** a boat!

4 I **met** / **mate** my friend Gameela at elementary school.

5 Hany has a **pain** / **pen** in his foot.



5 Listen, read, and repeat

1 I baked a plate of rainbow cakes.

2 Let's get the pens from the desk.

UNIT 4

LESSON 5 WRITING

Tip! We use formal language when we speak or write to people we don't know very well. We use polite language and correct spelling and grammar in formal writing.

1 Work with a partner. Can you think of some examples of when we use formal language in writing?

2 Read the invitation and answer the questions

1 What is the celebration?

the school's annual celebration

2 Who is the invitation addressed to?

3 When and where is the celebration?

4 When does Randa ask to receive Mr Ahmed's reply?

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From:	celebrationgroup@binhaddouschool.com
To:	Mr Ahmed Hegazy
Subject:	Annual Celebration

Dear Mr Ahmed,

I am writing to invite you to our school's **annual celebration** this year. We are organizing a special day for the event on Friday October 15 (details below). As well as students and teachers, we are inviting people from the local community who often help our school. We very much hope you can **attend**.

Date: Friday October 15
Time: 4:00 pm – 7:00 pm
Location: School Sports Hall
RSVP in writing to the email address above

Please reply by August 31 to **confirm** if you can attend the celebration.

Yours sincerely,
Randa Gamal



3 Read the informal expressions 1–4 .Then look at the invitation in Exercise 2 and write the formal versions

1 Speak soon, Yours sincerely,

2 Hi Leila, _____

3 Let me know _____

4 I'm emailing you about ... _____

4 Look at the words in bold. Match them to the more informal expressions

1	annual	a	say yes or no
2	celebration	b	party
3	attend	c	come to
4	confirm	d	every year

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5 Write a formal invitation in your notebook to a celebration in your school or community. Use Randa's email to help you. Include a subject heading, the name of the person you are inviting, and information about:

- what the celebration is for
- where it is
- when it is (time and date)
- when the person has to reply



LESSON 6



PROJECT

1 Work in small groups. Discuss and decide

You are going to make a poster for a celebration at your school or in your community.

1 What are you celebrating? Who do you want to come?

2 Plan your poster. What information do you need to include? (place, date, time)

3 Think about the design. What can help make people notice and read your poster? (i.e. lots of color, different kinds of writing, photos)

2 Read and do

1 Read your poster. Look carefully at the title, text, and pictures.

2 Give your celebration a name and write a title.

3 Write a description of the event and the things people can do.

4 Add a photo/some photos.

5 Include information about the place, date, and time.

6 Check your writing: are the spelling, grammar, and punctuation correct?

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Book Day Party!

Let's celebrate reading!

Dress up as your favorite character from your favorite book.

Figure out which character your friends are from the clothes they are wearing.

We have an amazing prize for the best costume.

Come and try our drinks and delicious snacks!

Thursday, 2 pm, in the school hall
Parents, brothers, and sisters are all welcome!

3 Show your poster to your classmates

1 Display your poster on a classroom wall.

2 Answer other students' questions about your poster.

3 Say which other posters you like and why.

SELF-ASSESSMENT

1 Look and write. Use the words from the box

1 let off fireworks
2 decorate a cake
3 make a playlist
4 write invitations
5 blow up balloons
6 hang up streamers

a 

b 

c 

d 

e 

f 

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2 Complete the sentences with the present continuous of the verbs in brackets

1 I am not organizing my sister's party. (not organize)
2 _____ you _____ the glasses? (wash)
3 _____ he _____ the invitation? (write)
4 Mom _____ the cake. (not make)
5 We _____ the decorations today. (buy)
6 I _____ on a new project. (work)

3 Think about Unit 4

Write two things you enjoyed.

_____

_____

Write two things you learned.

_____

_____

UNIT 5

Amazing Journeys







In this unit I will ...

- listen, read, research, and write about famous travelers in the past.
- talk about things that happened in the past using common irregular verbs.
- learn about heat conduction.
- understand the difference between the sounds /ʤ/ and /ʒ/.
- understand specific details in a text.
- write a diary entry to express feelings and mood.
- research and make a poster about a famous traveler.



Look, discuss, and share

Look at the photo. What are they doing? Why?



Did you know?

The longest journey on foot was George Meegan's walk from Tierra Del Fuego in Argentina to Alaska. It was 30,608 km long and he completed it in 2,425 days between 1977 and 1983.



Find out

What was the record for the longest journey by sea? How many days was it?

UNIT 5

LESSON 1 HE WENT BY SHIP

1 Work with a partner. Do you know these famous explorers from the past? Where did they go? Why are they famous? Discuss

1



Ibn Battuta
1304–1368

2



Vasco da Gama
1460–1524

3



Marco Polo
1254–1324

2 Listen and read. Where did Injy go on vacation? What was her favorite thing during the trip?

Rana: What are you reading, Injy?

Injy: Oh hi, Rana. It's my travel diary. I want to remember my family's vacation in Croatia a few years ago.

Rana: That's a good idea. What was your favorite thing about the vacation?

Injy: I think it was visiting the Marco Polo museum.

Rana: Really? Where is that?

Injy: It's on an island called Korcula. We took a trip there. It's a really interesting museum all about the travels of Marco Polo.

Rana: Who was Marco Polo?

Injy: He was an Italian explorer and one of the first people from the west to visit China. He went there in the 13th century and wrote a diary about his experiences. It's called *The Travels of Marco Polo*.

Rana: How did people get to China in those days? It's very far away. You couldn't just fly there, or travel by train!

Injy: It was very difficult – the journey took years! Marco Polo went on a long voyage by sea. He sailed by ship from Venice to Korcula, and then on to Iran. When he got to Hormuz, he stopped and went across the desert. He rode a camel all the way to China!

Rana: Wow, what an adventure!

Injy: Yes, and imagine arriving in China almost 800 years ago! It was so different then. The museum had a lot of things from ancient China. It really made the story of Marco Polo come to life.

3 Read and write *T* (True) or *F* (False). Correct the false sentences in your notebook. Then listen and check (✓)

1 The museum was about a famous traveler. T
2 He wrote a poem about his experiences. ☐
3 He traveled all the way to China by ship. ☐
4 He went to China eight hundred years ago. ☐
5 The museum had a lot of objects from ancient China. ☐

4 Find expressions in the text with the nouns for travel below. Complete

1 went on a journey
2 _____ a camel
3 _____ a trip
4 _____ a voyage
5 _____ by ship
6 _____ by train

5 Write expressions from Exercise 4 under the photos. Use the infinitive form without *to*

1 
go on a voyage

2 
_____

3 
_____

4 
_____

6 Work with a partner. Discuss

1 Where was your last vacation or trip?
2 How long were you there for?
3 How did you travel there?

I went to Dahab with my grandparents. We went for a week.

I went to Hurghada with my family. We went by bus.

UNIT 5

LESSON 2



CLIL SCIENCE

Temperature

1 Complete the diagram with the words from the box

cold cool hot warm ~~freezing~~

Temperature

0°C	5°C	15°C	25°C	35°C

1 freezing 2 _____ 3 _____ 4 _____ 5 _____

2 Complete these sentences with the adjectives from Exercise 1

1 Antarctica is a continent where it is always very, very cold.

2 When the weather is _____, the lake turns to ice.

3 In the desert, it's warm in the sun but _____ in the shade.

4 Winters in Egypt aren't very cold. The weather is usually _____, even in December.

5 The rocks in Death Valley (USA) are so _____ you can cook an egg on them!

3 Look, think, and answer

1 What type of animals can you see in the photos?

_____

2 What are they doing? _____

3 Why do you think they are they doing this? _____

1 
lizard

2 
snake

3 
crocodile

4 
turtle

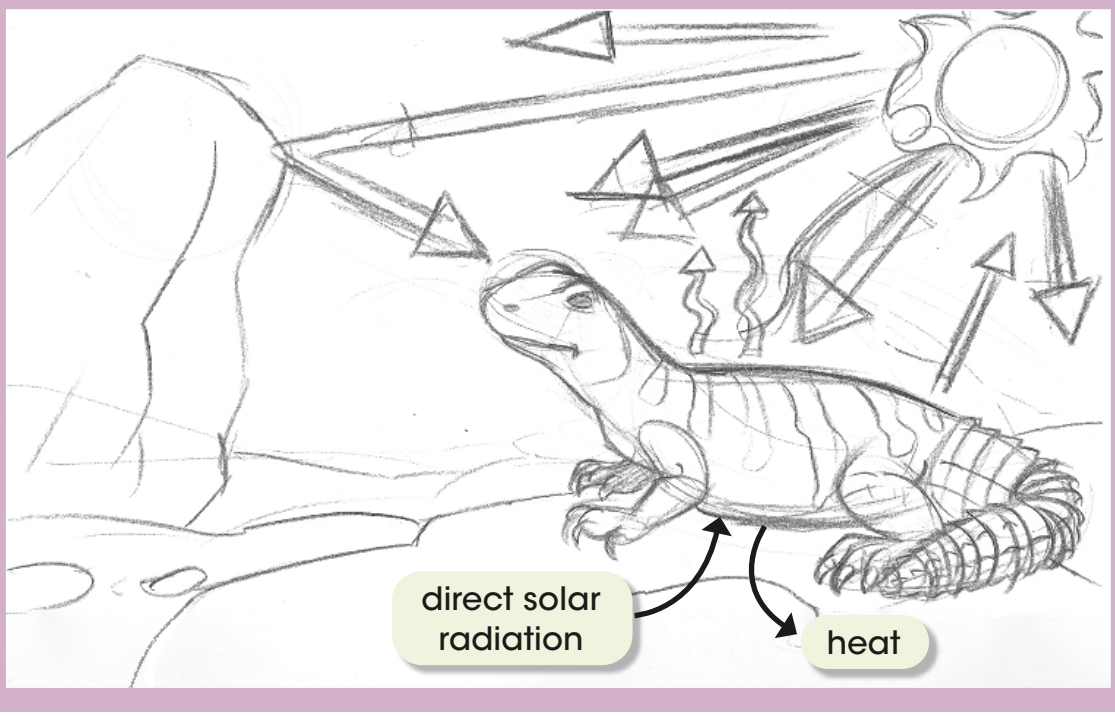
4 Listen and read. Check your answers to Exercise 3

Heat conduction

Heat travels by a process called **conduction** from warm areas to cold areas. This happens through **direct contact**. Some materials, like metal and stone, are very good **conductors** of heat. Other materials – such as wood, air, and natural fibers like paper or feathers – are not good conductors of heat.

Conduction happens all the time in the natural world. During the day in the desert, rocks **absorb** the heat of the sun and get warmer. Reptiles which live in the desert – like lizards, snakes, turtles, and crocodiles – are cold-blooded. This means that their body temperature changes with the temperature around them. After a cold night, a lizard's body is also cold. It must try to warm its body. To do this, the lizard lies with its stomach touching a warm rock. The heat from the warm rock passes to the lizard's cold body by conduction.

However, if the lizard's body temperature is hotter than the rock that it lies on, the heat moves the other way: from its body to the rock. This helps the lizard to cool down and **regulate** its temperature when it is too hot. This is also an example of heat conduction.



5 Find these words in the text. Match them to their meanings

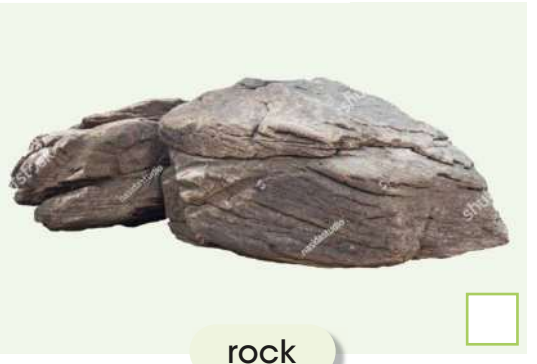
1	conductors	**a**	when things are touching each other
2	absorb	**b**	they pass energy from one object to another
3	regulate	**c**	to take in
4	direct contact	**d**	to control or change

6 Read the text again. Which materials are good conductors of heat? Check (✓)

1 
metal ✓

2 
wood ☐

3 
feathers ☐

4 
rock ☐

5 
paper ☐

6 
air ☐

7 Read and write *T* (True) or *F* (False)

1 Heat only moves from one object to another if they are in contact. T

2 This process does not happens in nature. ☐

3 The bodies of reptiles need help to change temperature. ☐

4 When the weather is cold, a reptile becomes hot. ☐

5 Heat conduction is when a hot object passes some of its heat to a cold object. ☐

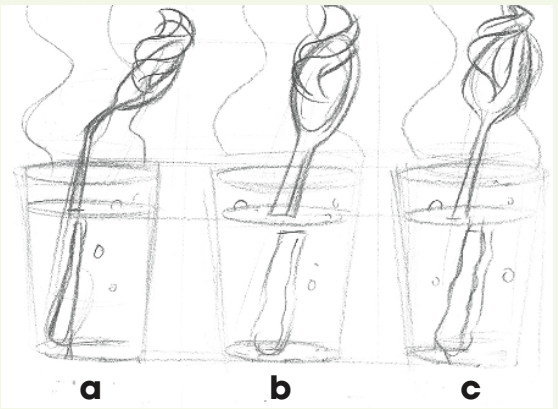
8 Read and complete the text with words from the box

cool ~~heat~~ hot metal (×2) plastic touch wood

This experiment shows how different materials conduct **1** heat

You need:

3 glasses of the same size
some butter
a metal spoon
a wooden spoon
a plastic spoon
a liter of hot water



1 In glass A, place the spoon made from **2** _____. In glass B, place the spoon made from **3** _____. In glass C, place the spoon made from plastic.

2 Now get the butter and put a bit of butter on each spoon. Try to make the bits of butter all the same size.

3 Fill all three glasses with hot water until they are about 50% full.

4 After a few minutes, carefully check the butter.

On which spoon does the butter start melting first? **4** _____ the end of each spoon. Which spoon feels warm? The end of the metal spoon will be the first one to feel **5** _____, so the butter will melt first. The end of the wooden and plastic spoons will feel **6** _____. This is because **7** _____ is a good conductor of heat while wood and **8** _____ are not.

9 Work with a partner. Can you think of other materials that are good conductors of heat? Why?



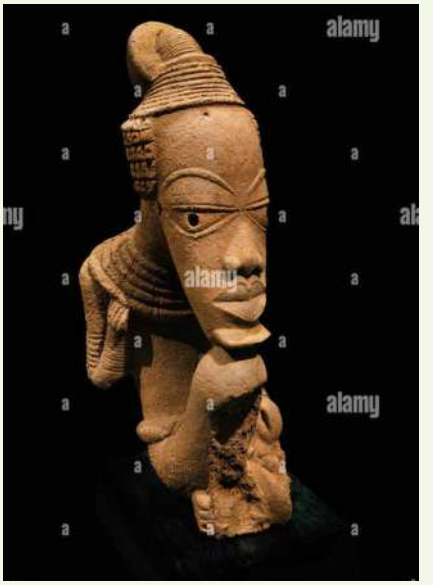
I think gold is a good conductor of heat because it's a type of metal.

Yes, that's true! And what about glass?



LESSON 3 A SURPRISING DISCOVERY

1 Listen and read. Which two cultures are mentioned?



Almost 100 years ago there was a very surprising **discovery** in the small village of Nok in Nigeria, a country in West Africa. Local people found some unusual objects under the ground. These artifacts were beautiful **clay** sculptures of human figures. The sculptures were all in the same style: they had unusual **triangular** eyes and complicated hair styles. They were usually in a sitting position with their hands on their knees. The quality of the work was incredible.

A team of archaeologists went to the area to find out more. They found many similar sculptures in an area of hundreds of kilometers around Nok. There were also iron farming **tools** and stone **axes**. The archaeologists agreed these were from a very **advanced** culture from around 500 B.C.E. to 200 C.E. It was a civilization which had the ability to work iron and stone to make tools, and which made beautiful art.

They called this culture the "Nok" civilization, after the village where sculptures were found. Some believe that the sculptures were the **inspiration** for the famous artworks of the later Ife people, who were in Nigeria from the 11th to the 15th century C.E. The Ife were famous for making beautiful metal sculptures of human heads. However, there is no written information about the Nok people, so we can only learn about them from their artwork. Their culture is still a mystery today.



2 Read and write *T* (True) or *F* (False). Correct the false sentences in your notebook. Then listen and check (✓)

1 The artifacts found at Nok were metal sculptures. ☐

They were clay sculptures.

2 The sculptures were of many different styles. ☐

3 The sculptures had unusual hair and eyes. ☐

4 The Nok people's tools were made of stone. ☐

5 The Nok were in Nigeria for about 700 years. ☐

6 The only information we have about the Nok people comes from their art. ☐

3 Look at the bold words in the text. Match them to their meanings

1	clay	**a**	objects we use to make or do things
2	inspiration	**b**	things we use to cut trees and wood
3	tools	**c**	far ahead in development
4	axes	**d**	a type of earth that is sticky when wet
5	advanced	**e**	when someone finds something that people didn't know about
6	discovery	**f**	an example others use to help create new ideas

4 Circle the correct words to complete the text

The area where the Nok people lived **1 was / were** in Nigeria. People **2 found / find** sculptures in this area, and archaeologists **3 go / went** there to study them. The Nok culture was advanced, and its people **4 make / made** sculptures from clay, and tools from iron. Their sculptures were usually of human figures. These **5 was / were** beautifully made and **6 had / has** unusual eyes and hairstyles. There is no written information about the Nok culture, so we don't know much about the people even now.

Language focus

We use the past simple to talk about finished actions, or situations, in the past. We usually include a time phrase (*yesterday, last week, three years ago*) with the past simple, but not always. Some common verbs are irregular in the past simple, for example *be, go, find, have,* and *make*:

(be) Almost 100 years ago there ***was*** *a very surprising discovery.*

(go) Archaeologists ***went*** *to the area to find out more.*

(have) They ***had*** *unusual triangular eyes and complicated hair styles.*

The form of past simple verbs is the same with all subjects, apart from *be* which has two forms:

I/he/she/it ***was*** *you/we/they* ***were***

5 Complete the sentences with the past simple form of the verb in brackets

1 Fares ___was___ angry with his brother yesterday. (be)

2 We _____ a great time at the carnival! (have)

3 Maggie and Gameela _____ pizza for us last night. (make)

4 My family _____ on vacation last year. (go)

5 Nader and Walid _____ in my class last year. (be)

6 The archaeologists _____ many old tools. (find)

6 Read the prompts and write a sentence for each one. Use the past simple of the verbs

1 she / go / to the library / last week

_____

2 he / be / very happy

_____

3 they make / a cake

_____

4 he / have / a lot of homework

_____

Language focus

To make the negative form of most past simple verbs, we use *didn't* + the infinitive without to: *We **didn't have** a vacation this year.*

To make questions in the past simple we use *Did* + subject + the infinitive without *to*: ***Did** Dalida **find** her book? Yes, she **did**. / No, she **didn't**.*

We don't use *did* with the negative or question forms of *be* in the past simple:

***Was** she happy in New York? No, she **wasn't** happy there.*

7 Circle the correct answer

1 Hany didn't **go** / **went** on the palace tour with the guide.

2 Did your mom **made** / **make** your dress, Leila? Yes, she **did** / **didn't**.

3 We didn't **have** / **had** a good meal in that restaurant.

4 The water in the sea **weren't** / **wasn't** warm.

5 Where did you **find** / **found** your books? They **was** / **were** in my bag.

8 Complete the dialogue with the correct past simple form of the verb in brackets

Sameh: How **1** was _____ your trip, Karim? (be)

Karim: It **2** _____ really good, thanks. (be) We **3** _____ to the Western Desert. (go)

Sameh: Wow! **4** _____ you _____ with your parents? (go)

Karim: No, I **5** _____ with my uncle. (be)
We **6** _____ some very nice places. (found)

Sameh: **7** _____ there any other children on the trip? (be)

Karim: No, there **8** _____. (be) But I **9** _____ fun! (have)

9 Work with a partner. Ask and answer questions with verbs from the box

be go make find have

UNIT 5

LESSON 4 MARCO POLO CROSSES THE DESERT

1 Work with a partner. Answer the questions



1. Do you know the name of the animal in the picture?
2. Which Egyptian animal does it look like?
3. How is it different?
4. Where do you think it lives? Why?

2 Listen and read. What did the desert look like to Marco Polo? Why?

Marco Polo was twenty-one when, in 1275, he went into the Gobi Desert for the first time. He was **fascinated** by the sand dunes which moved with each step the **dromedaries** made. Some of the dunes were sixty meters tall and twenty meters long, and their shapes were always changing. The wind made them move and roll like huge yellow waves. In fact, the local people called the Gobi Desert "the dry sea" in their language.

The dromedaries in the **caravan** moved slowly up and down the dunes, **swaying** like big ships over the ocean. They went toward Lop Nur, the last village before the empty **wasteland** of the desert. Marco knew that after this place, there was nothing for thousands of kilometers – no people, no plants, no water.

It was a mysterious and dangerous place. By day, it was boiling hot, by night, it was freezing cold – sometimes there was snow. They went on silently, but often the wind made strange noises, like voices singing and drums playing far away. There were many strange legends about this desert. People said that travelers who were lost long ago in the desert **wandered** there still …

Before they left Lop Nur, Marco made sure they had enough food and water for the men and the animals to last for one month. After exactly thirty days of traveling across that frightening, empty land, they finally saw the green line of Noah Oasis on the horizon. They had no water and no food left and the animals were exhausted, but their desert nightmare was over. They were in China!

3 Look at the words in bold in the text. Match them to their meanings

1	fascinated by	**a**	moving from side to side
2	caravan	**b**	a bad dream
3	swaying	**c**	very interested in
4	wasteland	**d**	moved about without a direction
5	wandered	**e**	a group of camels and people traveling together
6	nightmare	**f**	a landscape where nothing lives

4 Read again and answer the questions. Write full sentences in your notebook

1 How big were the sand dunes in the Gobi Desert?
They were sixty meters tall and twenty meters long.

2 What was the name the local people called this desert?

3 What were the dromedaries like?

4 What was the weather like there?

5 What was strange about the wind?

6 How long were they in the desert?

5 Find these words in the text. What type of words are they? What atmosphere do they create in the story?

dangerous empty frightening lost mysterious silently slowly

6 Work with a partner. Describe something from the text. Can your partner remember what it is?



They were like huge, yellow waves.

The sand dunes!



UNIT 5

STORY THE MYSTERIOUS LAND

1 Listen and read to the page from an 18th century writer's diary. Where was he when wrote it?

January 17

Today was a long boring, day with terrible weather. The ship didn't leave the port, so my journey to the mysterious island wasn't possible – it's still only a dream. I can see the island through my telescope. The beaches are white and sandy with many palm trees and there are green mountains at its center. It's exciting to imagine what I could find there. With hope in my heart, I'm sure I'll travel there soon.

January 19

I was sad and down all day yesterday. The weather was still bad and there were strong winds. I went for long walks around the ship to pass the time during the day. In the evening, I had nothing to do but read my book by candlelight in my tiny cabin. Today the sky is a bit clearer – there is some hope for my journey perhaps – but time seems to move very slowly in this place.

January 21

I had quite a relaxing sleep in my cabin last night, and this morning I had breakfast with the others on the ship. In the afternoon, there was good news from the captain: he says that tomorrow the weather will be good with no wind, so we can go to the island in the morning. The ship will leave when the sun comes up. I'm very excited: soon I can explore the mysterious island!

2 Read again and answer the questions. Write full sentences in your notebook

1 How does the writer feel on his first day on the ship?

He's bored because the ship can't leave the port.

2 What does he want to do? Why?

3 How does the writer describe the island?

4 How does the writer spend his time in the day and in the evening on January 18?

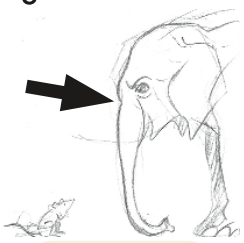
5 How does the writer feel in his diary entry for January 21? Why?



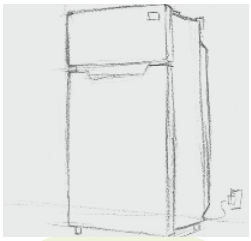
PRONUNCIATION

1 Look, listen, and repeat

/dʒ/

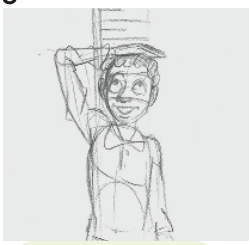
1 

huge

2 

fridge

/ʒ/

3 

measure

4 

treasure

2 Listen. Do you hear /dʒ/ like *huge* or /ʒ/ like *measure*? Underline the sound. Then write the words in the correct group in the table

1 usually
2 age
3 joke
4 leisure
5 Asia
6 dangerous
7 language
8 television

/dʒ/	/ʒ/

3 Listen, read, and repeat

1 The bridge in the village is damaged and dangerous.
2 On television, they said that in Asia they found too much treasure to measure.
3 Jerry just arranged to send his luggage to Japan.
4 I usually play games for leisure and pleasure.

UNIT 5

LESSON 5 WRITING

1 Read the *Tip!* box and the diary entry. Find examples in the text of the features of diary writing

Tip!

A diary has features that are different from other types of text. It usually:

- has short paragraphs, each one about what happened on a single day.
- is written in an informal style and uses first person pronouns *(I, we, my,* etc.*)*.
- describes the writer's thoughts, feelings, and opinions.
- usually describes people, places, and experiences

6 January

Today I had an amazing experience … I went on a *felucca* on the Nile River! A felucca is a traditional Egyptian sailing boat. It's made of wood.

A tall, serious man called Karim was the captain of the boat. A felucca is difficult to sail, but Karim was very strong and had the skills to do it. The trip was amazing. We went slowly down the river in the golden sunshine. The boat had two white sails which moved gently in the warm wind. It was so quiet and peaceful – a lovely way to travel.

We stopped to see some incredible things along the way too. I saw the Pyramids of Giza for the first time in my life – they were awesome! The pyramids were huge and the stones were a sort of golden color. The Great Pyramid, the tallest of the three pyramids, is 147 meters high. It was wonderful – ancient and mysterious.

In the afternoon, we had a delicious lunch on board the felucca and there was a man playing traditional Egyptian music on an *oud*. He played beautifully and the music was magical, dreamy, and relaxing. What a day! I had such a wonderful experience!





2 Read the diary entry again and answer the questions Write full sentences

1 Where did the writer go?

The writer went on a trip down the Nile on a felucca.

2 How does she describe the captain of the boat?

3 What was the mood on the ship?

4 What did the writer think of the Great Pyramid?

5 What did they do in the afternoon?

6 How was the music?

3 Read the diary again. Underline all the adjectives and adverbs

4 Write a diary entry about a trip. Use the past simple, adjectives and adverbs. Include information about:

- how and when you went there
- what the weather was like
- the atmosphere of the place
- your feelings/mood when you were there

LESSON 6



PROJECT

1 Work in pairs. Think and research

You are going to make a poster about a famous traveler.

- Choose a traveler. Find out where and when they went and how they got there.
- Find a map of the places the traveler went.
- Find a picture of the traveler and of some of the places they went.

2 Read and do

1. Draw the route(s) the traveler followed on the map.
2. Stick the photos and draw arrows to the places on the map.
3. Write a short paragraph about the traveler and their travels.
4. Check your writing: are the spelling, grammar, and punctuation correct?

3 Show your poster to the class

1. Display your poster on a classroom wall.
2. Walk around and ask questions about your friends' posters.
3. Answer other students' questions about your work.



SELF-ASSESSMENT

1 Look and write. Use words from each box

go ride ~~sail~~ travel

camel ship train voyage









sail by _____ _____ on a _____

_____ by _____ _____ a _____

2 Write sentences in your notebook in the past simple

1 they / go / to the desert / in 1275

They went to the desert in 1275.

2 the scientists / have / an amazing / experience

3 be / you / very happy / in Cairo?

4 I / not be / angry / with him

5 the travelers / find / treasure/ last year?

6 we / not make / tea / this morning

3 Think about Unit 5

Write two things you enjoyed.

_____

_____

Write two things you learned.

_____

_____



UNIT 6

Taking care of myself





In this unit I will ...

- listen, read, research, and write about making things at home
- talk about quantities
- learn about personal care in Ancient Egypt
- find the meaning of words in a text
- learn how to pronounce /ə/ in sentences
- learn how to use ratios
- write instructions to make something and quantities of ingredients
- research and create a booklet about public baths in Ancient Egypt



Look, discuss, and share

Look at the photo. What are they doing? How often do you do this? Why is it an important thing to do? How does the girl feel?



Did you know?

When you brush your hair, it spreads the natural oils skin through your hair from the roots to the ends. This protects your hair from heat and dirt and makes it look shiny and healthy.



Find out

Which other personal care routines do most people do every day?

UNIT 6

LESSON 1 We need some perfume oil

1 Listen and read. What do Leila and her mom make?

Mom: Leila, here are the instructions for making the candles.

Leila: Right. First, we need some **wax**.

Mom: Here it is. It's palm wax from Egyptian palm trees. It makes really nice candles. How much do we need?

Leila: It says, "Use 450 grams of wax to make three candles."

Mom: Okay, there's about 500 grams here. That's enough. What's next?

Leila: We need some perfume oil.

Mom: I have these little bottles of lemon oil. Mmm … they smell lovely. How much do we need?

Leila: The instructions say, "**Squeeze** in about 40 **drops** of oil."

Mom: Fine. And we can take about 15 flowers and **press** them on the tops of the candles.

Leila: Yes, good idea. Then we need one glass for each candle and one **wick** – that's the little cotton rope inside the candle.

Mom: Oh, yes. And we need some **popsicle sticks** to hold the wicks up in the glasses.

Leila: So that's three glasses, three wicks, and three lollipop sticks, right? Now, what do we need to do first?

Mom: Let's see … "Step one: **Heat** the wax to melt it, then **stir** it well."

2 Find the three nouns in bold in the text. Match them to the pictures







1 _____ 2 _____ 3 _____

3 Listen and read again. Write the quantities Leila and her mom need of these things

1 wax _____
2 perfume oil _____
3 flowers _____
4 glasses _____
5 popsicle sticks _____

Tip! When you listen for quantities, remember to listen/look for numbers and words about measurements. For example, *kilograms, grams, liters, milliliters, spoons, packages, cans.*

4 Match the verbs in bold from the text to the pictures

1 stir 2 squeeze 3 press 4 heat

a  b  c  d 

5 Look at the list of things. Which do you think you need to make soap? Discuss with a partner

Materials		
Salt	Oil	Sugar
Perfume	Soap crystals	Water
Wax	Flower petals	





UNIT 6

LESSON 2 How many do we need?

1 Listen and read. What are the two main ingredients in the drink?

2 Listen and read again. Match the four pictures to the correct instructions in the recipe

Home About Contact

The tradition of mint tea

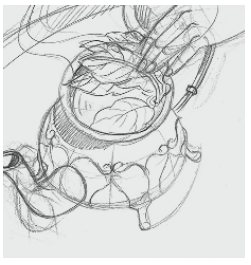


Mint tea is a traditional drink in North African countries. Experts think that tea and sugar first arrived in Morocco in the 19th century. **Merchants** then **spread** the tea-drinking tradition across Africa and the Middle East.

Today drinking mint tea is part of the social life in many countries. When people make mint tea for guests in their home, there are special traditions about preparing it too. The tea is always green tea and the **herb** is usually spearmint, a mint plant that doesn't have a strong smell. However, you can also use other types of mint, herbs, and flowers instead.

Moroccan mint tea

1. In a metal teapot, put two teaspoons of green tea leaves, then pour in a little boiling water. Leave for 15 minutes. Don't stir it!
2. **Strain** the liquid into a glass and keep it.
3. Now add a little more water to the tea leaves, then pour it out again to clean them.
4. Add a few mint leaves and some sugar (about 1 teaspoon per 100 milliliters of liquid).
5. Now pour a lot of boiling water in to the teapot (about half a liter).
6. Boil the tea again (this helps the sugar **dissolve**).
7. Wait for five minutes, then pour the tea into the glasses. Add a few fresh mint leaves to each glass.

a 

b 

c 

d 

3 Look at the words in bold in the text. Match them to their meanings

1 melt a solid in a liquid _____
2 people who buy and sell things _____
3 a type of plant for cooking, with a strong taste or smell _____
4 remove any solid bits from a liquid _____
5 take or put something over a wide area _____

4 How much of these ingredients do you need to make mint tea? Use the expressions from the box. Then read and check

a few a little a lot of some two teaspoons

1 green tea leaves _____
2 mint leaves _____
3 sugar _____
4 boiling water (steps 1 and 3) _____
5 boiling water (step 5) _____

Language focus

We use ***How many ...?*** to ask about quantities of countable things, like leaves, lemons, cars, or people. We can reply to the question with a number (***a/an/one***, ***five***, ***twenty***), or an approximate amount (***some***, ***a few***, ***a lot***).

We use ***How much ...?*** to ask about quantities of uncountable things, like tea, sugar, oil, or grass. We can only reply to this question with an approximate amount (***some***, ***a little***, ***a lot***).

How many lemons do we need for the lemonade? We need ***five*** lemons. / We need ***a few*** lemons.

How much oil do we need? We need ***a little*** oil.

5 Look at the words in the list. Write *C* (countable) or *U* (uncountable)

1 sugar U
2 mango __
3 traffic __
4 store __
5 oil __
6 student __
7 juice __
8 money __
9 ticket __
10 homework __

6 Complete the dialogs with *How much or How many*

1 **Hany:** _____ milk do you want in your coffee, Grandma?

Grandma: Just a little milk, thanks Hany.

2 **Fareeda:** _____ students are there in your English class, Dalia?

Dalia: There are about forty, I think.

3 **Sherif:** _____ homework did you do yesterday?

Karim: Just the math problems.

4 **Rana:** I'm going to the market now. _____ tomatoes do we need?

Mom: Please get a kilo of tomatoes and some fruit.

Tip!

Remember, we can also talk about quantities of both countable and uncountable things using measurements.

*We need **400 grams** of chicken.*

*Please buy **two liters** of milk.*

7 Look at the photos. Complete the sentences with *a lot of, a little* or *a few*

a 

b 

c 

d 

1 There's _____ of traffic.

2 There's _____ oil.

3 There are _____ leaves.

4 There are _____ fish.

Tip!

Remember, we use ***There is*** / ***There are*** and ***some*** / ***any*** to talk about quantities too.

There are some girls from Luxor in my class.

There aren't any tigers in Egypt.

Are there any lemons?

8 Circle the correct answer

1 Please hurry. We don't have **a lot of** / **a few** time.

2 Can I have **a little** / **a few** sugar in my coffee, please?

3 There isn't **some** / **any** bread. Can you buy **some** / **a few**?

4 I don't have **a lot of** / **a few** money for Mom's present.

5 How **many** / **much** candles does 450 grams of wax make?

6 Do we have **any** / **some** ice cream? I'd really like **any** / **some**.

9 Complete the first part of the recipe with expressions and numbers from the box

a few a little a lot one 12 180

How To Make Chocolate Chip Cookies (makes 1 _____ cookies)

Take **2** _____ grams of flour and add **3** _____ salt. Mix with 120 grams of butter and 150 grams of sugar. Add **4** _____ egg and **5** _____ drops of vanilla essence. Cut 150 grams of dark chocolate into **6** _____ of small pieces. Stir the chocolate pieces into the mixture. Then …



10 Write a recipe for Egyptian hibiscus tea. Find out the ingredients and the quantities you need, then write the instructions

11 Work with a partner. Ask and answer about the things. Use expressions for quantity

brothers and sisters homework money pets video games



How many brothers and sisters do you have?

I have a lot! Three brothers and three sisters!



LESSON 3 CLIL SOCIAL STUDIES

Ancient Egyptian Traditions

1 **Look at the things in the photos. What do we use them for? Discuss**


soap


shampoo


hairbrush



toothpaste


toothbrush


perfume


deodorant

2 **Read the text. Which of the things from Exercise 1 are mentioned?**

PERSONAL CARE IN THE PAST

Many of the products we use today for personal care were first used in Ancient Egypt!

Perfumes

The Ancient Egyptians loved strong perfumes. The most popular perfume was called *kapet*. It was expensive because it had a lot of ingredients, some of which were difficult to find. But it also had a few common herbs in it, like rosemary and mint, and spices like **cardamom** and **cinnamon**.

Cheaper perfumes were made from flowers, herbs, and some types of minerals, then mixed with oil to make a cream. Or they pressed the dry ingredients into a cone shape to make **incense**. In Ancient Egyptian paintings you can often see men and women wearing these perfume cones on their heads at festivals!

Deodorants

Some of the ancient recipes for deodorants are quite strange! One method was to mix an ostrich egg with some nuts, the crushed shell of a tortoise, and a little oil, then put this mixture on your body. Another recipe recommends mixing fruit juices with spices like cinnamon and pepper to make a liquid to cover any bad smells.

Toothpaste

To clean their teeth, Ancient Egyptians used a type of toothbrush – a **stick** with small pieces of papyrus tied to it at one end. The ingredients of their toothpaste were a mint, rock salt, pepper, and dried iris flowers. They put this dry **powder** directly onto their teeth and rubbed it with their toothbrushes.

Breath Mints

To keep their mouths fresh all day, the Ancient Egyptians made mint candies. They mixed cinnamon, melon, pine seeds, and some nuts together with honey. Then they heated the mixture over a fire, left it to cool, and cut it into small square candies.

3 Look at the words in bold in the text. Write them under the photos

1 

2 

3 

4 

5 

6 

4 Put the words from the box in the correct columns in the table. Can you add any other words? Which are countable and uncountable?

cardamom cinnamon copper lemon melon mint orange pepper rosemary salt

Fruit	Herbs	Spices	Minerals

5 Read the sentences. Write *T* (True) or *F* (False). Correct the false sentences in your notebook

1 *Kapet* was one expensive ingredient in Ancient Egyptian perfume.
2 Cheaper perfumes had a lot of spices in them.
3 Ancient Egyptians often put cream perfume on their heads.
4 They used tortoise shells to make toothbrushes.
5 Their toothpaste had salt and pepper in it.
6 The candies to keep their mouths fresh had nuts in them.

6 **Read and look. Do you know any of the spices in the picture? What four ways does the writer say that spices are used?**

Egyptian flavors!

♥ Like Save

Egypt is famous for its spices that are used in home cooking and restaurants all across the country. Special combinations of different spices are a secret ingredient in many recipes, which families pass down from generation to generation. And we don't only use spices to cook food, we also use them in perfume, medicine, and to color cloth. Spices are sold in stores, on the streets, and in the souks. Fresh, colorful and beautifully packaged spices are one of the favorite souvenirs that tourists buy when they visit Egypt.



Did you know?

One of the best soaps is Dead Sea Mineral Soap from Egypt. The special minerals in it help stop bad smells, and leave your skin feeling very soft and fresh.

7 **Work with a partner. What are the things in the pictures? What do you think they are useful for? Discuss**

1 

2 

3 

4 



I think picture 1 is a flower we use to make perfume.

I agree. And maybe for candle making.



8 Read the text. Find the synonyms in bold for these words

1 perfumed _____ 2 smell _____

3 expensive _____ 4 breathed in _____

Home Posts

The perfume of the gods?

The first perfume that humans ever made was *kapet (or kyphi)*, an ancient type of incense. The Ancient Egyptians burned *kapet* to make **aromatic** smoke in their homes. They believed the delicious **fragrance** could make you feel calm, and help you to have beautiful dreams when you were asleep.

There were sixteen ingredients in *kapet*, some of which came from countries far from Egypt. They had to be mixed, heated, and dried in a special and complicated process to produce the incense powder. This meant *kapet* was **costly** and precious. Some Ancient Egyptian leaders used the special *kapet* incense as a medicine and **inhaled** the smoke to help them feel relaxed.



9 Read the text again. Answer the questions

1 Why did people burn *kapet* in their homes?

_____

2 What did the some leaders in Ancient Egypt use *kapet* for?

_____

10 Work with a partner. Why was *kapet* precious for the Ancient Egyptians? What products are precious to us today?

11 Find out the ingredients for Ancient Egyptian *kapet*. Where were they from? Write sentences in your notebook

LESSON 4 READING

1 Listen and read. Where does Peter live? What is it like?

The Missing King

1 Peter lives in a big palace where his parents are the **caretakers.** The palace is old and no one lives there now. A lot of the rooms are closed and mysterious, but Peter likes to explore them. They are full of interesting and precious things – old paintings, statues, carpets, furniture.

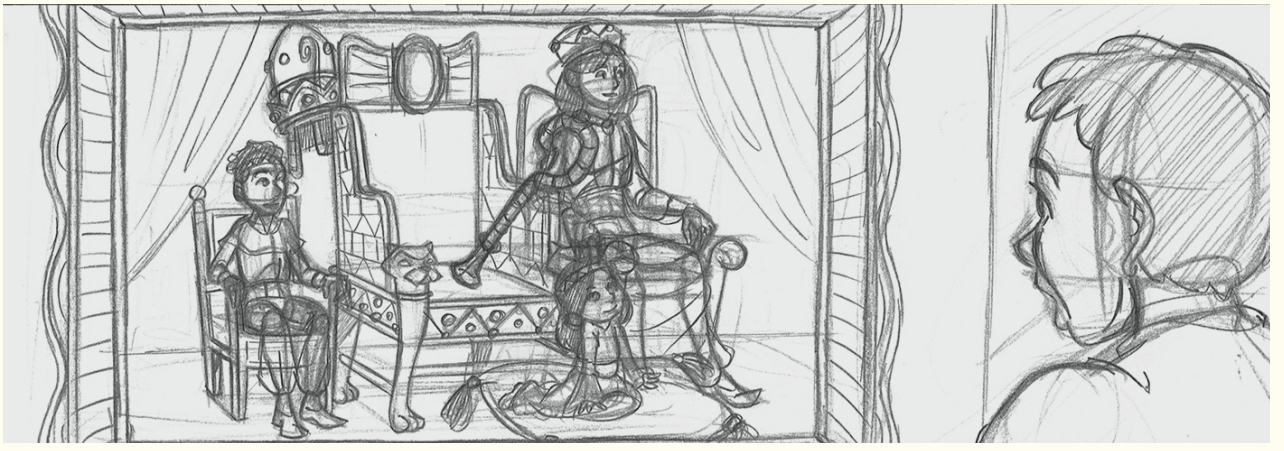
2 One day, Peter notices something strange about the big painting in the dining room. Usually, this colorful painting shows one of the old kings with a **crown** on his head and a long **scepter** in his hand, sitting on his **throne** next to the queen. The royal children are near, the king's son, the prince, and the young princess. But today the king's place in the painting is empty – the king isn't there!

3 Peter is surprised and looks carefully at the painting again. He can see crown and scepter, but there's no king. And the scepter is **leaning** dangerously towards the head of the little young princess! He must go and find the missing king at once.

4 Peter goes through all of the rooms in the palace, looking behind doors and curtains. Finally, he come to the royal bathroom. He hears singing. He knocks on the door. "Come in," says a voice. Through the steam Peter sees the king sitting in the big bath tub, enjoying a hot bath! "Can you pass me the soap please, boy?" he asks. Peter is **astonished** but he fetches the soap. When the king sees Peter's face, he says to him, "I spend years sitting in that painting, and no one ever comes to wash the **dust** off me ever! I got so dirty, I simply had to have a bath."

5 Peter understands but explains to the King that his scepter is about to fall on the princess! The king quickly gets out of the bath, and puts his clothes on. "Thank you, my boy," he says. "But in future please clean the paintings in the palace! Then I won't need to leave my throne." And he hurries back to the painting to pick up his scepter.

6 So, from that day to this, Peter cleans all the paintings in the palace to make sure that none of the people will ever have to jump down from their pictures to have a good bath!



2 Look at the words in bold in paragraph 2. Find them in the picture

Tip!

Look at the words around an unknown word in a text to help you understand it. For example, is there an article (*a/an/the*) before the word, or an adjective? If there is, it's a noun. You can then look at the sentences around it and think what the noun could mean in the context.

3 Look at the words in Exercise 2 in the text again. Answer the questions

1 Which two words come before each word in bold? Underline them.

2 Which three words come after each word in bold? Underline them.

3 What information do these words give you about the word in bold?

4 Look at the other words in bold in the text. What type of words are they? Write what you think they mean

1 caretakers _____

2 leaning _____

3 astonished _____

4 dust _____

5 Read the text again. Answer the questions. Write sentences in your notebook

1 What does the large painting in the dining room usually show?

2 What is missing from the painting today?

3 Why is the young princess in danger?

4 Where does Peter find the king?

5 What is the king doing?

6 Why did the king leave the painting?

6 Work with a partner. Choose a scene from the story and draw it. Explain to your partner what is happening in your drawing. Your partner guesses the paragraph



PRONUNCIATION

1 Look, listen, and repeat

1 

2 

3 

4 

2 Listen again. Underline the stressed syllable in the expressions of quality in bold

1 There's **a little** shampoo.

2 There are **a few** flowers.

3 There are **a lot of** bubbles.

4 He has **a lot of** hair.

Tip!

When we talk about quantity (*a lot, a little, a few*) in a sentence the article "a" is not stressed. It's pronounced /ə/, like the second sound in *mother*.

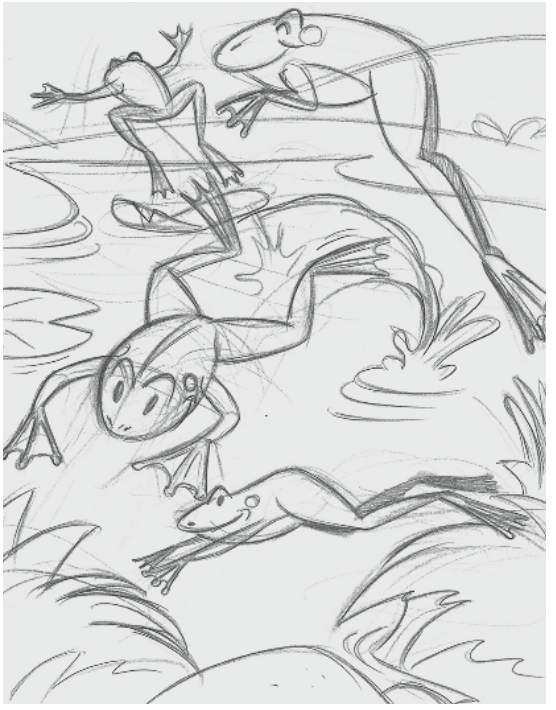
3 Listen and repeat

1 We have a lot of candles.

2 He has a few friends.

3 I need a little more wax.

4 There's a lot of sand in my shoes.



4 Listen, read, then practice with a partner

1 There are a lot of lovely lemons living in Lebanon.

2 Find me a few fat frogs for fun.

3 A little happiness goes a long way.

Ratios and proportions

What is a ratio?

A **ratio** compares quantities, or **values**, of things. It tells us how much of one thing there is compared to another thing.

In the picture there are 3 blue candles compared to 1 yellow candle. We can show this ratio in different ways:



Use the : symbol to separate the two values 3 : 1

How can you use a ratio?

A ratio can be **scaled up**. In the picture, the ratio is still 3 blue candles to 1 yellow candle, even when there are more candles. To find a ratio you always multiply or divide the two numbers **by the same value**. For example:



4 : 5 is the same as 4 x 2 : 5 x 2 = 8 : 10

8 : 4 is the same as 8 ÷ 2 : 4 ÷ 2 = 4 : 2

We often use ratios in recipes. A recipe for pancakes uses 3 cups of flour and 2 cups of milk, so the ratio of flour to milk is 3 : 2. If we want to increase the amount of pancakes by 4 we can multiply the values in the ratio by 4:

3 × 4 : 2 × 4 = 12 : 8 or 12 cups of flour and 8 cups of milk.

1 Read the recipe. How many bars of soap does it make?

Rose Soap *(makes 4 bars of soap)*

400 grams of soap base

30 drops of rose oil

20 drops of rosemary oil

40 rose petals

2 spoons of oats

2 Answer the questions in your notebook

1 What is the ratio for 12 bars of soap?

2 What are the quantities of the ingredients for 12 bars of soap?

LESSON 5 WRITING

1 **Look at the picture of the boy making a salt dough model. What would you make with salt dough?**

2 **Read the recipe. Add the headings from the box**

Ingredients Method Preparation time

Salt dough recipe

♥ Like Save

1 _____

10 minutes + 3 hours for cooking

2 _____

1 cup of plain flour (about 250g)

½ a cup of salt (about 125g)

½ a cup of water (about 125ml)

3 _____



1. Heat the oven on a low temperature.
2. Mix the flour and salt in a large bowl. Add a little water, then a little more, and stir the mixture until it starts to form a ball.
3. Put the ball of dough on a flat surface and work it into the shape you want. You can roll it flat and cut out shapes, numbers, or letters, or use the dough to make 3D objects.
4. Put your finished items on a baking tray and bake in the oven for 3 hours until it is hard.
5. Leave the items to cool, then paint them.

3 **Find these numbers in the text. Write the ingredients**

1 125 milliliters _____

2 250 grams _____

3 125 grams _____

4 Match the expressions to their functions in the recipe

1	Heat the oven	**a**	a quantity of an ingredient
2	1 cup of flour	**b**	the time it takes to make it
3	10 minutes	**c**	an instruction about how to make it

5 You are going to write the instructions to make soap at home. What things do you need to make it? Look back at the math page 125 in Lesson 4. Make notes in the table

Ingredients	Quantities

6 Work with a partner. Choose from the verbs in the box and write 5–6 instructions for making soap in your notebook. Think about:

- the form of the verbs
- the punctuation
- the numbering

add chop melt pour press put stir



Tip!

When we write instructions for the steps in a process, we often number them. This shows the reader that they have to do the steps in order to complete the process correctly.

7 Plan your writing. Remember to include the organization and features of the recipe in Exercise 1. Add headings for each section

LESSON 6



PROJECT

1 Read and do. Make a poster and design a modern bathroom for a new home. Work in groups and do the following

1 Research about different kinds of bathrooms.

2 Find one or more pictures of a modern bathroom. Find the words in English for the different things in a bathroom.

3 Plan your poster. What information do you need to include? Think about the colors, the different products, and any special features.

4 Design your poster. Stick your picture(s) on the poster, and add labels.

6 Check your text with your teacher before you write it on the poster.

ANCIENT EGYPTIAN BATHING TRADITIONS

Ancient Egyptians liked to be clean – they sometimes had a bath four times a day! They washed in the Nile River, or in public bathhouses, and used essential oils and flower oils. Many of the bathhouses in ancient Egypt were very special places, and some had two floors. On the first floor, people relaxed. On the second floor they could choose from different kinds of baths, and there was sometimes even a place for exercise and a medical room!



2 Show your design to the class. Say why you chose the picture(s)

3 Talk about the designs with your classmates. Which has the best writing? Which is the best design? Say which is your favorite, and why

SELF-ASSESSMENT

1 Look and write

1 

p_____

2 

s_____

3 

h_____

4 

s_____

5 

d_____

6 

s_____

7 

a kind of s_____

8 

a kind of h_____

2 Circle the correct expression of quantity to complete the sentences

1 How **much** / **many** students are in your class?

2 Can I have a **little** / **a few** sugar please?

3 Hany has **a lot of** / **a little** computer games.

4 How **much** / **many** time do we have left?

5 We need **a few** / **a little** lemons for the recipe.

6 I like **a lot of** / **a few** milk in my tea.

3 Think about Unit 6

Write two things you enjoyed.

_____

Write two things you learned.

_____